Program Review: Office of International Education

Office of International Education, University of Nebraska at Kearney

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Office of International Education
Academic Program Review
Self Study Report

University of Nebraska – Kearney (UNK)

September 2012
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Introduction

The Office of International Education's (OIE) serves as the central point of coordination and administration for international and international-related initiatives at the University of Nebraska at Kearney (UNK). This Self Study was done in preparation for OIE’s first APR (Academic Program Review) in Fall 2012. It draws heavily on the files and archives of OIE and its previous Director and predecessor organizations, as well as on the personal testimony of its senior staff and the excellent informal Self Study report that was completed by OIE’s ELI (English Language Institute) in 2008.

SECTION I: GENERAL CHARACTERISTICS

This section provides a general overview of the history, purpose and organizational structure of OIE. A more comprehensive discussion of these areas is provided in subsequent sections that are devoted to each OIE department and program.

A. HISTORICAL OVERVIEW

The Office of International Education (OIE), was established in 1989 as an umbrella administrative unit for international studies and programs at the University of Nebraska at Kearney in order to bring all aspects of the international education under one Office. Its initial mission was primarily to recruit and support international students and to facilitate and support international academic programs and study abroad. To this end, OIE’s English Language Institute (ELI), was created in the Fall of 1997 with 19 students from consortia or partner foreign universities

OIE’s first full-time director was appointed in 2001 and in May 2003, OIE hired its first office assistant (Fauneil Meier). In 2005 the Office took over the admission of undergraduate international students. OIE’s first Director, Dr. Jerry Fox, retired in December 2008. A retiring UNK Senior Vice Chancellor, Dr. Finnie Murray, served as interim Director in 2009 until the current Director, Dr. Dallas Kenny, assumed the role of Director in July of that year. A more comprehensive historical background for each of OIE’s departments and programs will be provided later in this report.

Summary of Current Structure and Programs

The Director of the Office of International Education (OIE) reports to the Senior Vice Chancellor for Academic and Student Affairs. Reporting to the OIE Director are four departmental Coordinators and an administrative assistant (Business Manager). The following section identifies each of these departments and the number of staff devoted to each. It also lists the seven major academic-related programs and other key programs and areas administered by OIE. A more detailed description and analysis of each department and program is presented later in the report.
1. OIE Departments

OIE is composed of the following four departments:

a. Study Abroad Office (a one-person office staffed by the Study Abroad Coordinator - with occasional student help)
b. English Language Institute (one Coordinator, two 9-month salary teachers, and 10 part-time contract ESL teachers)
c. International Admissions and Immigration Services (One Coordinator/F1-J1 advisor, one full-time Application Specialist and two Application Specialists who are shared with department of International Marketing, Recruitment, and Alumni Affairs; (one Student Services Advisor with 40% H1B assignment). This department administers two operational units and a scholarship program:
   1. International Undergraduate Admissions (IUA)
   2. International Student Services (ISS)
   3. International Student Scholarship Program
d. International Marketing, Recruitment, and Alumni Affairs (one Coordinator, two part-time regional recruitment specialists – shared with the Office of International Admissions and Immigration Services)

Related areas include Contract Administration and Sponsored Programs: OIE has no dedicated personnel for these two areas, which are currently managed by the OIE Director.

2. OIE Academic and Academic-Related Programs

OIE Academic and Academic-Related Programs include:

a. Study Abroad
b. International Studies
c. Undergraduate Research Abroad
d. Visiting Scholars
e. Curriculum Development
f. Retention Initiatives
g. Intercultural Competency Programs
   i. Faculty and staff workshops
   ii. Partnership with Center for Teaching Excellence
   iii. Student workshops
   iv. International Faculty Development
   v. Faculty/staff group visits to partner universities abroad
   vi. Intercultural competence workshops
   vii. Faculty Semester Abroad Directorships
   viii. Korea Summer program, Wyatt Korea and Brazil program, Carol L., Keith Terry (ELI), Thailand (Jeff Kritzer)
   ix. Student and Faculty International Grant Support
      1. Fulbright teaching and research grants
2. Student Gilman and Fulbright grants
x. International Agreements and Partnerships
1. Faculty Research
2. Faculty and student exchange
3. Visiting students and scholars
xi. Annual World Affairs Conference

3. Other OIE Services and Programs

Other programs and services that OIE administers or provides on an on-going basis include:

a. International Friendship Program (matches international students with American host families)
b. International student organization advising: ISA (International Student Association) and JAK (Japanese Student Association in Kearney)
c. Annual International Food Festival

B. MISSION AND GOALS

This section describes the OIE’s mission, goals, and strategic plan in relation to the NU (University of Nebraska) and UNK global strategic plan. It also describes what OIE has done to reach these objectives, and discusses the obstacles and opportunities. The last section of this report entitled ‘Future Direction’ will summarize the specific actions recommended by the University of Nebraska administration’s May 2012 ‘Plan for Global Engagement at the University of Nebraska’ and OIE’s proposals for future action.

NU and UNK International Goals

On October 28, 2009, University of Nebraska President J. B. Milliken stated in his Norris Lecture in Kearney that

a. “We intend to double international student enrollment at the University of Nebraska to by our 150th anniversary in 2019”
b. “We will offer every undergraduate at the University of Nebraska the opportunity for a meaningful academic experience abroad”.

1. In UNK’s 2009 Strategic Enrollment plan, Noel-Levitz suggests developing a written enrollment plan to recruit international students (Section 2.2), that is to include establishing goals for international students, seeking and establishing partnerships with overseas institutions and developing new scholarship criteria for international students, noting that:

“The increase of international students will contribute toward a more diverse student body and benefit the larger population by providing exposure to different cultures, belief systems, and experiences, thereby providing
graduates with a global perspective improved preparation for a workforce that expands beyond our state and nation. The additional revenue from non-resident tuition will help support the institution’s plans for growth”.

2. The UNK’s Enrollment Management Council (EMC) stated goal in this 2009 Plan was:

3. Increase the number of international students to comprise 15 percent of the student body.

4. 15 percent of student body will be 1,073, compared to the current 9 percent.

OIE Mission and Policy

We believe that the following OIE Mission and Policy Statement, which was adopted in 2007, is still largely applicable and consistent with the latest NU Plan for Global Engagement. Certain sections of OIE Mission and Policy Statement have been updated to better align with OIE and NU’s current goals.

OIE MISSION AND POLICY STATEMENT FOR INTERNATIONAL EDUCATION (2007)

The University of Nebraska affirms in its role and mission statement that it is dedicated to the traditional land-grant mission of teaching, research, and public service, but through continuing renewal of programs to adapt them to changing needs in a world context. The University of Nebraska at Kearney shares this mission but includes the specific role to provide access to a broad range of educational and cultural experiences for Greater Nebraska and to assist its people in developing an understanding of the state, the nation, and the world in which we live. Our students must be prepared to live in a world that is more interdependent--economically, politically, environmentally, and culturally. The students whom we teach today will be tomorrow’s global citizens. The education that our students receive must prepare them for the increasing internationalization of our political life, in culture, including popular culture, in the economy, and in labor and agricultural markets.

To fulfill this mission, the Office of International Education sets forth the following principles and policies that will guide international activities:

1. The key to a successful international program is a committed and expert faculty;
2. An incentive system rewards faculty for developing and continuing international program activity;
3. Disciplinary excellence keeps academic departments as the organizational bedrock of the institution;
4. Career success depends on the strength and scope of programmatic international opportunities for our students;
5. The creation of a cooperative relationship between departments and the Office of International Education will guarantee multi-departmental cooperation in a disciplinary organized functional approach,
6. The Director of International Education acts as a catalyst for faculty international involvement, and
7. Focus the efforts and resources for international programs on geographical areas, such as China, India, Southeast Asia, and Brazil, which have been established as priority targets for global engagement for the NU system, as well as regions of long-term engagement by UNK, such as Nepal, Japan, South Korea, Latin America, and Europe.

With the strong support of the Offices of the Chancellor and the Senior Vice Chancellor for Academic Affairs, the following goals for faculty, students and the Office International Programs and Studies have been established to guide the activities of the Office of International Programs and Studies for the next ten years. Goals are broken into the areas of teaching, research, service and the Office of International Programs and Studies.

In teaching and learning:

1. Strengthen international studies, including foreign languages and courses on world issues
2. Encourage the development of interdisciplinary offerings that address topical world issues
3. Infuse an international perspective in courses in all disciplines with special emphasis in the general studies program
4. Support and enlarge study abroad opportunities and opportunities to learn about the cultures and peoples of the world through enhanced curricular and extracurricular activities
5. Expand international faculty exchanges and inter-institutional cooperation with foreign universities
6. Revise the faculty reward system so that faculty members who teach or otherwise work abroad or make significant contributions to on-campus to international programs are accorded full recognition for the activity in promotions and other benefits
7. Encourage reciprocal faculty exchanges
8. Provide assistance to faculty members who wish to gain international experience

In Research:

1. Encourage faculty research at international sites on international issues
2. Assist faculty members in finding institutional and external funding for research projects
3. Encourage faculty members from other countries to pursue their sabbatical or other research at UNK
4. Sponsor colloquia for international issues

In Service:

1. Facilitate and help organize the Midwest Conference on World Affairs and other meetings on international issues
2. Encourage and assist faculty members in teaching and consulting abroad, especially in third-world nations
3. Form local and regional committees to strengthen the international programming and international cooperation in the region
4. Offer international programs that are open to community members as well as faculty and students
5. Serve as a resource for central Nebraska

Office goals:

1. Continue support of an advisory committee composed of concerned faculty members to advise on the development and operations of the Office of International Education
2. Participate in consortia efforts for international programs
3. Serve as a nexus for information on the international endeavors of UNK
4. Engage in cooperative linkages with foreign institutions and international agencies to further international understanding

Program Components

Figure 1, below, presents the major activities of the Office of International Programs and Studies. These activities are the cornerstone of UNK’s international dimension.
**Figure 1. OIE Scope of Responsibilities**

Study Abroad

<table>
<thead>
<tr>
<th>International Studies</th>
<th>World Affairs Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Admissions</td>
<td>International Student Advising</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>English Language Institute</td>
<td>Office of International Education (OIE)</td>
</tr>
<tr>
<td>Academic Program Support</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>- International Studies</td>
<td></td>
</tr>
<tr>
<td>Sponsored Programs</td>
<td>International Linkages/Projects</td>
</tr>
</tbody>
</table>

**OIE Goals**

Our strategic goals, which are derived from the NU and UNK goals, are to:

a. Offer every undergraduate the opportunity for meaningful academic experience abroad
b. Double the number of international students over 5 years
c. Significantly increase opportunities for our faculty to work and collaborate abroad
d. Expand the quality and variety of international content in UNK courses offerings
e. Establish meaningful, results-driven collaboration with institutions around the world
f. Cultivate a campus ethos that encourages the discussion and study of global topics by students, faculty and staff
g. Help to facilitate a nurturing intellectual and social environment on campus for UNK’s international students and visiting scholars
h. Cooperate with other NU campus international offices and the Office of the Vice Provost for Global Engagement to build programs of strategic importance to the entire University system
C. STRATEGIC PLAN

UNK's Global Strategic Plan OIE's mission and strategic goals (above), are consistent with, NU's 'Plan for Global Engagement at the University of Nebraska – Draft - May 2012' (Appendix 2), an 89 page document that can be summarized as follows:

1. PLAN FOR GLOBAL ENGAGEMENT AT THE UNIVERSITY OF NEBRASKA

The primary point of reference of the NU 'Plan' is President Milliken's 2009 Norris Lecture in Kearney. The Plan's main purpose is defined as serving the needs of Nebraska's citizens by enhancing Nebraskan competitiveness in the world economy: "Global engagement is integral to developing our competitive position" (page 1). Building this competitive edge relies on three strategies:

1. Building international competence among our students, faculty and citizens;
2. Attracting talent to the state
3. Finding areas of strength that can create a niche for Nebraska in the global economy

The Plan describes a number of ways that Nebraska is tied into the world economy, and how NU's academic programs could play a role in the education market by helping solve modern challenges related to agriculture, food, crop productivity, water management, construction, engineering, transportation, education, medicine, public health and other areas.

After summarizing some of the ways that NU has been engaged in meeting some of these challenges through its international activities, the Plan speaks of the need for better NU planning, engagement of stakeholders, and developing leadership consensus. In order to increase the engagement of stakeholders: faculty, students, and university leadership, the Plan calls for the creation of a Global Engagement Advisory Council to internationalize the curriculum, which is to include student stakeholders.

The Plan describes the results of NU's 2011 top line survey (which each of the four NU campuses participated in) on global education initiatives and programs in the NU system, and concludes that all four campuses fall short of reaching the vision and goals set forth by the Norris Lecture and in demonstrating the level of commitment to international education shown at universities that were identified as being committed to global engagement (summarized in the Plan's appendices. Included in Appendix 2 of this report).

Using the Norris Lecture and these universities as benchmarks for analyzing NU's top-line survey results, the Plan observes some shortcomings and recommends certain strategic objectives and tactical activities for the four campuses:

Shortcomings to be addressed by NU campuses (p. 6-7 of the Plan) include a lack of:

1. Articulated international vision, mission and/or areas of strategic priority on the four campus' homepage and websites
2. Direct leadership for global engagement vested in a senior official
3. Robust strategic plans for global engagement
4. Emphasis on South Asian languages or the languages of other emerging important markets
5. A study abroad requirement in any discipline, on three of the campuses
6. China as a frequent destination for students on all but one campus
7. Discrete attention to "matters such as study abroad, international student and scholar services, international program development, and management of the regulatory and legal environment are treated with more discrete attention than we do within the NU system" compared to the Comparison Universities cited in the Plan.
8. Adequate funds on the individual campuses to:
   i. Carry out recruitment of international and study abroad students
   ii. Develop faculty and international partnerships

Summary of the NU Plan’s proposed objectives

1. Leadership Consensus
   Create NU system leadership consensus about globalization priorities, increasing our public relations efforts and continuing to develop our international policy leadership work.
   i. Amplify to the university community and the wider public NU’s international vision and goals strategy for beneficial global engagement;
   ii. Adjust policies and create administrative structures that support the development of robust international programs and collaboration;
   iii. Enhance international business development. Support is needed for staff to provide personal interaction, proposal writing and communications to cultivate potential clients responding to international opportunities. None of the campuses has robustly created this capacity – and this lack distinguishes NU from most U.S. institutions serious about international engagement.

2. Public Relations Efforts
   A comprehensive, coordinated international communications plan, that includes targeted marketing both to internal and external audiences, is essential. Strategies include:
   i. Consistently and uniformly underline global engagement activities on our websites and in speeches and publications developed by the campuses

3. Policy Leadership Work
   We have an opportunity to advance our role as an international counselor. Through participation in a limited number of important and influential forums, NU will be recognized as a significant U.S. higher education player by governments, national associations and international policy formulation groups such as Stockholm World Water Week and UNESCO committees. We will serve as a sought-after advisor at
home and abroad on areas of priority such as water management, early childhood development, and information security.

Although it speaks of the need for system wide planning and cooperation, the Plan also states that:

“many of the activities that will be undertaken to enhance our global relations will reflect the specific topography of the individual campuses that make up the University of Nebraska and will build on the solid international undertakings achieved by individuals and institutions to date.”

Objective 1: Offer every undergraduate student the opportunity for a meaningful academic experience abroad

“Currently only about 15 percent of NU undergraduates study abroad... An international experience is becoming an important part of a graduate’s portfolio and is increasingly valued by employers... It is important that we encourage students from more disciplines to pursue international study, that we promote longer and more meaningful international experiences, and that we encourage faculty to raise the bar for international engagement – in the classroom, in developing study abroad programs, in their own research and in scholarly activity. This is not a frill or luxury, and it should not be reserved only for those whose families can afford it.”

- President Milliken, the George W. Norris Scholarship Lecture, October 2009

Tactical Activities

A. Build aspiration and provide opportunity

We must increase the numbers of students aspiring to study abroad and aspiring to engage in meaningful international academic experiences at home while simultaneously establishing opportunities that financially support their ability to study abroad.

1. Building Aspiration

   a. Provide timely and accurate information about study abroad opportunities and international scholarship opportunities to all students, early in the freshman year. Schedule campus sponsored and faculty-led study abroad opportunities in advance and on a rotation so that students can plan and prepare.

2. Providing Opportunity

   a. Better publicize study abroad opportunities through various means.
   b. Offer passport applications, passport photos for all incoming U.S. citizen freshmen or make a U.S. passport a requirement for admission.
   c. Address policies to ensure that NU and/or state financial/scholarship aid is portable for study abroad.
d. Encourage and support student applications for external grants, such as Gilman and Fulbright scholarships
e. Provide merit-based NU foreign study scholarships – locate these in countries of strategic interest and related to NU academic priorities (agriculture, health, education, engineering, for instance).
f. Provide funds to offset the cost of students leaving summer jobs to study abroad.
g. Create student internship opportunities by collaborating with Nebraska-based businesses, with U.S. international agencies, NU alumni and with multilateral institutions.

B. Strategically increase study abroad office effectiveness, engagement and services

Increase the effectiveness and engagement of NU study abroad services by strategically focusing on increasing awareness and opportunities for students to study and build communication skills and other tools in countries and at institutions that we have designated as intentional and significant partners.

1. Uniform study abroad advising and services across campuses

   a. Make study abroad advising a distinct, uniform, professional skill set among international program staff.

   b. NU Vice Provost for Global Engagement will work with campuses on a uniform training plan, professional development, staff travel and study abroad program development services and opportunities including best practices in pre- and post-trip activities, the importance of setting academic expectations and the advantages study abroad provides in reaching academic and career goals

2. Establish programs for students that address pre-departure and re-entry

3. Outreach to increase study abroad awareness and participation

4. Provide skills development courses that enhance students’ experience abroad

Outcomes

1. Campuses, administrators, staff and faculty are focused on the importance of developing long-term programs that are mutually beneficial to both the University of Nebraska and its partners.

2. Administrators see beyond building study abroad based on purely personal ties, and help students and faculty direct their efforts at target countries and institutions that will provide a high return on investment for our institution, our students and the wider community.

C. Include a global awareness element in every academic discipline
This is a fundamental issue. We need to focus on including international perspectives in our courses and appropriately invite the world into our classes. We cannot be seriously engaged globally if the curriculum does not convey the utility of a global perspective and the contributions to scholarship and research made by those who live outside the U.S.A.

Objective 2: Double international student enrollment across NU by the 150th anniversary of the University

“Our efforts to attract international students have a very direct economic impact... In Nebraska, the international student population in colleges and universities contributed an estimated $80 million dollars to the state’s economy last year. But the real value is in the richness of the experience we gain by having students from Japan, India, Mexico, and Africa on our campuses and in our communities. We need to offer our students – in the middle of the continent far from global capitals – the opportunities their peers elsewhere have... One of the best forms of diplomacy is educating people who will go back to their countries as leaders; leaders who understand the United States and have an affinity for this country and its institutions.”

- President Milliken, the George W. Norris Scholarship Lecture, October 2009

Tactical Activities
A. Develop a NU strategic recruitment effort focused on priority nations and key research areas and build on alumni relationships

1. Network of Alumni Ambassadors
2. The NU Student Momentum Recruitment Effort – underwrite one recruitment trip each year to priority country led by student leaders supported in their efforts by career admissions and recruitment professionals.
3. Facilitate one or several campuses representing the system in recruitment fairs abroad with an emphasis on widely recognized NU target countries.

Outcomes
1. Internal and intercampus cooperation in recruitment of students abroad especially in priority nations and in nations where priority themes of the university are best matched by student preparation, higher education quality and shared interest in development.
   i. OIE’s top international recruitment staff should meet with the top NU international enrollment management staff from the other NU campuses to devise a joint cooperation strategy that allows the four campuses to cross-leverage the value of the unique academic and experiential learning opportunities offered at each of the four campuses.

2. NU achieves an increased level of awareness among prospective international students; increased number of applications and admissions on all campuses.

3. Faculty and administrators have wider access to competitively selected potential students.
4. Campuses develop additional resources in evaluation of candidates and maintenance of our regulatory certifications.

B. Establish, provide and promote financial assistance possibilities for international students, including tuition reductions and scholarships in key research areas.

1. Establish special scholarships in key fields that attract high quality international students with our sights focused on important contemporary issues that garner international interest as well as those that leverage support of business, foundation and government partners in the U.S. and abroad.

2. Standardize and streamline tuition reduction policies so that campus officials seeking cooperation with targeted foreign universities or ministries have greater freedom to negotiate price. An annual overall policy that establishes key priorities would eliminate the need for individual negotiated requests in target areas so agreements can be concluded quickly.

3. Develop a Supplemental Scholarship Venture Capital Fund that leverages cost-shared programs, especially U.S. and foreign government programs, thereby allowing departments to buy down tuition costs close to in-state tuition for strategic partners, fields and targeted countries.

Outcomes

4. Prospective international students regard the University of Nebraska as an institution that values their contributions by providing financial resources and seeks their engagement.

5. NU negotiators and recruiters have the ability to deal quickly and effectively with targeted foreign governments and institutions to develop programs in priority fields and countries.

C. Create programming and services that cater to and enhance the international student experience at NU, including stronger engagement between the domestic student population and international students.

1. Establish a uniform, standard international students/scholars support service/student affairs office that operates on each campus located within the student union or similar accessible and high traffic venue providing a welcoming, supportive, inclusive environment that goes well beyond visa and immigration services.

2. Enhance the activities of current international affairs personnel who are highly trained to work on visa and immigration services by having similarly trained professionals, student and community volunteers who focus specifically on assisting international students and scholars with campus engagement and acclimation to Nebraska.
3. Provide strong administrative, counseling and social infrastructure support for the internationals on campus, including support to provide adequate housing for international students and accommodations for international faculty.

4. Provide guidance to faculty, staff in housing, advising and health services and domestic students about working across cultural and linguistic barriers and understanding the experiences and expectations that international students bring with them.

Outcomes

1. Campus administrators recognize that it is extremely important that international students and scholars have a positive experience at the University of Nebraska, regardless of their purpose or length of stay. These students and scholars benefit us not only by enriching campus and community life, they are also the best advertisement for increasing NU recognition abroad as international student population increases on all four campuses.

2. International students have a positive experience at the University of Nebraska and become advocates among their peers when they return to their home country. International Students have a place where they would feel free to request academic and future career assistance, discuss problems, and explore possibilities of getting more involved in community life.

Objective 3: Significantly increase opportunities for NU faculty to work abroad, collaborate with colleagues and host visiting colleagues from abroad

"As important as it is for our students to pursue international study and be exposed to international students on our campuses, it is equally important that our faculty live and do their scholarly work in the world of knowledge, which certainly doesn't end at our borders. We must support faculty efforts that go beyond exchange programs and international visits to build relationships, research collaborations, and new, global approaches to mutually beneficial partnerships. There are opportunities available that we have not taken full advantage of, and as an institution we must also find ways to encourage and support our faculty efforts."

- President Milliken, the George W. Norris Lecture, October 2009

Tactical Activities

A. Establish funding opportunities

1. NU and campuses support group faculty visits to high priority countries and institutions for exploration of research and teaching opportunity and collaborative potential.

2. NU Presidential Global Scholars Program shares expenses for visiting foreign faculty expert in a priority theme area such as early childhood development at each of four NU campuses.
3. NU Presidential Global Faculty Fund provides 10 fellowships a year to faculty to work internationally in priority countries or on priority themes.

B. Designate faculty mentor and administrative counselor

1. Each campus provides a designated faculty mentor and administrative counselor who coordinates and supports faculty interest in competing for fellowships and international awards similar to The Fulbright Scholar program and hosts invited experts and resident alumni who have won international research and teaching awards for best practices workshops.

C. Provide opportunities for faculty advisors to participate in study abroad programs.

D. Establish standards and policies that support international collaboration and faculty research abroad.

1. President, chancellors and CAOs establish uniform standards that allow pre-tenured faculty to participate in international programs and urge departments to consider international experience as a positive factor in evaluating tenure.

2. NU full-time faculty are permitted to be reassigned to teach or research in another country as part of their regular duties without having to take a leave of absence or suffer cuts in salary or benefits.

3. Policies in place and functioning that require the campus to provide a faculty member who wins a Fulbright or other prestigious award a portion of his or her regular salary, which, in combination with the fellowship stipend, keeps salary and benefits whole during the time the faculty member is on his or her Fulbright or other program.

Outcome

1. More faculty members seek out opportunities for international engagement because commitment and financial support are in place to enhance faculty engagement in priority areas. Resources are in place to assure individual inquiry and research. Departments and individual faculty are encouraged to pursue additional areas of inquiry so NU is positioned to “look around the corner” to respond to unanticipated emerging opportunities.

Objective 4: Work for mutually beneficial collaboration with institutions, governments and business outside U.S. on key areas of importance to Nebraska

“This not only serves the interests of the University and our state, but also our nation. We will focus on countries with well-developed higher education systems and economies that will allow
collaborative relationships....Foreign investment in Nebraska is crucial to the economy of our state; more than 400 foreign-owned companies employ some 20,000 Nebraskans across the state. We will collaborate with nations with the greatest potential return on investment... serve our nation’s interest through involvement in U.S. -sponsored work in the developing world where we have much to offer – agriculture, water, early childhood development and medicine come to mind immediately”

- President Milliken, the George W. Norris Lecture, October 2009

Tactical Activities

A. Strategically choose country-specific collaboration

1. Focus on nations or geographic sub regions where wide and immediate mutual benefit is derived from cooperation. Targets might include countries with strong higher education institutions, large numbers of well-educated students, localities sharing common interests with Nebraska, and places where collaboration for innovation is welcome. Priority localities for investment might include China, India, Brazil, Turkey, Russia and Southern Africa.

2. Establish partnerships in places such as Israel where high quality research and talent makes collaboration attractive.

3. Collaborate in places such as Vietnam and Indonesia where local infrastructure does not permit adequate opportunity for quality higher education and financial resources for human capital development permits investment in and support of study in the U.S.

4. Offer a unique opportunity to a foreign partner to participate in a U.S.-style public-private sector innovation incubator by basing a research operation at Innovation Campus

5. Efforts should be made to transform existing personal relationships into broader institutional partnerships abroad and we should be attentive to issues of peer to peer institutional alignment.

Outcome

1. NU investments, faculty energy and student engagement are directed at those relationships and locations with the potential for the highest return and most productive rewards for Nebraska

B. Focus on predominant capacity and high priority themes
1. NU’s most critical relationships should be associated with our predominant capacity and high priority themes: quantity and quality of agricultural and food production, life sciences, better use of water resources, improvement in public health, medical research and medical care, and educational improvement. These relationships should focus on issues such as the need to boost higher education administration and management and early childhood development, infrastructure development especially related to transportation, information management and security, sustaining resources and managing climate change.

Outcomes

1. Five or six ‘distributed’ Water for Food Institute centers established outside the U.S. at UNESCO IHE – Delft, in Brazil, Zambia, China, USAID’s Water Center in the Mid-East and India. These demonstrate our commitment to collaboration and cooperative development and provide us with laboratories to improve our own management of a resource essential to Nebraska.

2. A secure, reliable and excellent foreign university from one of our target countries participates in joint development at Innovation Campus on a critical priority – food safety or energy, for instance.

CONCLUSION of NU Plan for Global Engagement

There is a strong consensus across the University of Nebraska system that strengthening global engagement and building on a tradition of success with international activities will improve the educational outcomes the university seeks. There is general agreement too that improving NU’s international capacity will contribute substantially to the knowledge and innovation economy the university is developing to serve its graduates and the people of the State of Nebraska.

A flexible plan that will enable the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska Medical Center, the University of Nebraska at Omaha and the University of Nebraska Central Administration to work together is essential in our efforts to maximize the benefits of global engagement activities.

The plan needs to offer guiding principles, rather than specific prescriptions, that will enable stakeholders across the system to maximize their priorities, advance special needs and unique areas of excellence, and create a culture of international education, cooperation and exchange on each of the campuses.

Investment in four areas is critical to the creation of an overall culture of global engagement. We need:

1. strong and dynamic international administrative infrastructures staffed by knowledgeable personnel devoted to student and faculty service;
2. a curriculum that conveys the importance of a global perspective;
3. financial resources for students and faculty that will make help make participation in international activities a reality; and
4. an international communication plan that markets the opportunities and results of global engagement to internal and external audiences.

The plan must be flexible to allow the fullest participation of our campuses and various stakeholders. At the same time we need to make sure that we track efforts to achieve our goals and develop metrics that will allow us the opportunity to judge which units are meeting with success and progress on goals, which activities might be recommended for NU-wide replication, which new investments in funding are achieving the best results, and which recommendations from the global engagement advisory council are transforming the curriculum to demonstrate the importance of a global perspective.

The Chancellors in consultation with the President are best suited to identify those indicators that will demonstrate progress in our global engagement strategy and complement the two metrics currently included in the University’s Strategic Framework under the rubrics of enrollment of international students and of study abroad for American students.

The creation of the global university for the 21st Century advocated by President Milliken in the Norris Lecture is a goal to which we should aspire and which we achieve. Through our efforts building the global university in Nebraska we will improve the overall education and service mission of NU.

2. UNK Global Strategic Plan

UNK’s Global Strategic Plan and OIE’s mission and strategic goals are detailed in Section I, B. above.

In May 2010, OIE reported on progress towards the realization of this plan to the Enrollment Management Council – see Addendum 3: ‘Office of International Education (OIE) - Action Plan Progress Report 5/11/2010 - For Enrollment Management Council (EMC)’.

D. OFFICE OF INTERNATIONAL EDUCATION (OIE) DEPARTMENTS AND PROGRAMS

Introduction

The OIE leads UNK’s international initiatives through a comprehensive international office whose operations include: study abroad; international undergraduate admissions, coordinating support services for some 600 international students from 47 countries; advising international students, visiting scholars, and non-US faculty on immigration matters; recruiting international students; providing English as a Second Language (ESL) instruction through the English Language Institute, community outreach; institutional partnerships and exchange agreements; and campus
internationalization. The director supervises a staff of ten full-time employees working in the following departments:

1. DEPARTMENTS

   a. STUDY ABROAD

      Part I. General Program Characteristics

      Our goal is for 40% of all UNK graduates to have participated in a UNK faculty-led semester abroad program by the year 2020.

      It has been determined that UNK’s regional small-town student constituency is most likely to participate in semester abroad – in such subs numbers – if the program:

      a. Is led by a known and respected local faculty member
      b. Is no more costly than staying on campus
      c. Does not involve credit transfers
      d. Does not delay graduation
      e. Consists of a familiar UNK student cohort

      To this end, UNK launched a faculty-led Semester Abroad program in China in Fall 2010. It is structured to provide an academically rigorous program of study at a cost to UNK students that is about the same as staying on campus. This is achieved through UNK offering only its own courses and working closely with a university partner in China. This arrangement maximizes revenue by allowing UNK to recover all tuition revenue while containing costs through special arrangements with the partner university.

      After the successful implementation of the China Semester program, OIE launched another faculty led semester program in Lima, Peru in Spring 2012, and is now investigating the possibility of opening a similar annual program in Ireland.

      UNK has continued its participation in the Nebraska Study Abroad program in the Czech Republic, which is composed primarily of UNK students, though occasionally led by faculty from other UN campuses. Our goal is to have all of these semester programs continue on an ongoing, annual basis.

      UNK faculty also lead short-term programs to Latin America and Europe.

History

Study abroad programs began to appear and slowly grow at the University of Nebraska at Kearney (UNK) during the early 1980’s when UNK became a member of the International Student Exchange Programs (ISEP). Through ISEP, UNK sent students to a variety of
different countries for either one semester or one academic year while accepting the equivalent number of international students at UNK on a reciprocal exchange basis. Throughout the last 35 years, bilateral relations have been developed, modified, and eliminated and now include a mixture of bilateral, unilateral, consortia and third-party study abroad programs (Appendix A – Study Abroad Program Listing).

Study Abroad was first established as an Office at UNK in the Fall Semester of 2001 under the Coordination of Ann Marie Park who reports directly to the Director of International Education.

The Study Abroad Coordinator directs the operation of the Office of Study Abroad, which includes:

1. Overseeing UNK’s faculty-led Semester Abroad programs in China and Peru, and the NU system’s semester program in the Czech Republic.
2. Coordinating 8 bilateral exchange programs and 28 unilateral exchange programs.
3. Representing UNK as part of the Mid-American University International (MAUI) consortium which offer 29 separate exchange programs.
4. Working with all matters related to health and safety including pre-departure orientation program director training, and student and program director handbooks.
5. Administering and advising students on programs in Asia, Europe, Australia, Central & South America during the summer, semester, and academic year terms.
6. Writing and editing publications and correspondence.
7. Managing the Office’s statistical database.
8. Working with students on scholarship opportunities.
9. Responding to student inquiries via phone and email, files applications, schedules appointments.
10. Maintaining the Study Abroad website
11. Scheduling and administering all study abroad promotion via posters, email, classroom visits, study abroad tables and fairs.
12. Sponsoring the student organization Ambassadors of International Study (AIS)
13. Supervising one Graduate Assistant.

Mission & Goals:

The Office of Study Abroad at the University of Nebraska at Kearney Mission states:

In order for University of Nebraska at Kearney students to become leaders at the local, national, and international levels, they will need to meet the challenges posed by the community at a global level in which cross-cultural and language skills will be increasingly important and in which knowledge of other nations and their customs and traditions will be no longer just desirable but imperative. Recognizing the importance of providing an education that develops these skills, the Office of Study Abroad will:
1. Articulate to the UNK community the need for and benefits of experiencing the world beyond our shores and borders;
2. Provide assistance to students in identifying programs best suited to their needs and interests;
3. Prepare students to meet the challenges of an international experience;
4. Ensure a high standard of safety and accessibility for all study abroad programs.
5. Develop and administer programs which enhance intercultural learning outcomes for students and faculty.
6. Increase UNK student participation in study abroad programs outside the U.S.

Initiatives for Diverse American Students

Diversity to the Office of Study Abroad at UNK includes American students of Multicultural and Intercultural backgrounds. During the past three years diverse American student participation in study abroad has increased from 21% in 2009-10 to 26% in 2011-12. Future efforts to partner more closely with the Office of Multicultural Affairs to increase the number of U.S. Passport holders and focus recruitment efforts more intensely on various International Students Organizations to expand on the number of international students who study abroad through UNK is a goal.

Past Initiatives

The focus has shifted within the prior three years due to a restructuring within the Department of International Education which had effect on the Office of Study Abroad. Recent initiatives to increase study abroad participation have been designed to counter the majority of student fears:
1. Cost
2. Extension of studies
3. Language of Instruction
4. Safety
5. Homesickness

Providing knowledge of programming which address each concern is vital to growth within the institution of study abroad.

Part II: Recruitment and Retention Initiatives

Recruitment

UNK Faculty/Academic Advising Sheet

UNK Faculty and Academic Advisors are sent instructions on “How to Include Study Abroad in your UNK Degree Program...and NOT Delay Graduation”. These guidelines are meant to assist in adding a UNK Semester Abroad program into a students’ four-year plan (Appendix C – UNK Faculty/Academic Advising Sheet).
Chancellor’s Letter to Incoming Freshman

Each April, an encouragement letter is sent to incoming freshman discussing Semester Abroad benefits as well as urging consideration. (Appendix D – Chancellor’s Letter to Incoming Freshman).

Family Day Presentation

Family members of freshman are introduced to multiple study abroad benefits. In addition common parent concerns are addressed with the assistance of video footage of past study abroad student family members.

World Leaders Camp

During the last week of July 2012, a World Leaders Camp was held to focus the minds of internationally curious incoming first-year freshman. Promotional mail went out to all new applicants at UNK in May, an on-line application was made available, and 16 were offered a position at the camp. Each day of the week, we had two UNK Faculty presentations, multiple internationally-related group activities, and fieldtrips outside the city of Kearney in order to experience other cultures.

Spring Break Trip to Vancouver

Beginning in academic year 2011-12, the Office of Study Abroad promoted a writing contest to all first-year freshman at UNK. The topic of the paper was “Where I’d like to Study Abroad during my Junior Year and Why?” Papers were collected, reviewed, and 12 winners were announced. These 12 freshman students were afforded an all-expense paid trip to Vancouver, B.C. in the hope they would become inspired to study abroad later in their academic careers.

Study Abroad Fair

This is the largest programming event coordinated by the Office Study Abroad. The Offices of Study Abroad, International Education, and International Studies Academic Unit work together in sponsoring this event held in November between 11:00 a.m. to 2:00 p.m. each year. The Fair is held in the Ponderosa Room at the Nebraskan Student Union and is visited by approximately 250 UNK students, staff, and faculty.

To promote the event, the Office of Study Abroad places an ad in The Antelope (student newspaper), encourages the paper to run stories on the event, places flyers and posters around campus, places table-tents in the Food Court of the Memorial Union and student cafeterias around campus, sends e-mail to faculty and advisers, and submits an announcement via email to the UNK Student Bulletin to inform students in general to the Fair, and individual emails are sent to all interested students who visit the Office of Study Abroad for an Initial Visitation.

Classroom Visits
Each semester an email is sent to all faculty members on campus announcing the Study Abroad Campaign Season (usually October and February). The email asks each instructor for 5-10 minutes at the beginning of class to promote study abroad. Classrooms are then visited by the Coordinator to show slides, hand-out pamphlets, or address students dependent upon the amount of time allotted.

Email Outreach (faculty announce, student bulletin)

Individual email are sent out to certain sub-groups of faculty members (i.e. – Department of Modern Languages, Honors Program, etc.) dependent upon the program being promoted.

Pamphlets

Pamphlets are positioned in three strategic positions around campus including the Nebraskan Student Union, Calvin T. Ryan Library lounge, and the International Center. Contents vary by program and contain study abroad related details (Appendix E – Comprehensive Study Abroad Pamphlet).

The Antelope

Throughout the semester ads are taken-out in the student newspaper announcing program application deadlines. Interviews are conducted and storied written about UNK Students who have studied abroad in order to capture the student attention.

Retention

1. Retention Initiative

Students who study abroad evince higher levels of multiple aspects of engagement, including abstract reasoning, higher order thinking, integrative learning, and social development, (Che et al, 1999; McKeown, 2009; NSSE, 2007)). Student engagement has been consistently shown to improve graduation rates (Astin, 1990; Pascarelli & Terenzini, 2005; Tinto, 1993), and studying abroad has emerged as a “high impact” activity for enhancing engagement. Given that study abroad is one mechanism for improving student engagement, it is reasonable to expect students who study abroad to have higher graduation rates as is evidenced at the University of Nebraska-Kearney.

Over the past three years, the number of students who have pursued study abroad at some point during their academic career has increased steadily. Out of the total degrees conferred during the 2009-10 academic school year, 4.4% had been educated abroad; 2010-11 showed a .5% increase; and out of the 809 Undergraduate Degrees conferred during the 2011-12 Academic Year, 6.1% went to UNK students who had studied abroad before crossing the stage at the graduation ceremony.

In order to retain high student interest in various programs, Study Abroad Alum testimonials are used. Return UNK Students who have “experienced the world outside of
the United States" seem to be the best tool of promotion available. Excited and proud to share their stories, these students seem to help not only on providing up to date information, helping disseminate age appropriate information, and model enriching behavior making it seem more easily achieved. The difficulty is in coordinating activities around multiple student schedules.

2. Ambassadors of International Study (AIS)

In 2009, a Constitution for the formation of a Student Organization focusing on Study Abroad Alums was formed. The object of AIS is to promote study abroad programs outside the U.S.; to encourage diversity of the UNK campus and to network and share experiences with others; and to raise scholarship money for the Office of Study Abroad.

Part III: Organizational Structure

A one-person office model was fine until we undertook to substantially increase study abroad enrollment via UNK Semester Abroad programming and NU’s new priority of providing long term study abroad opportunities for every student.

The list of things that I am now able to do (but only with the help of ½ time student on soft money)

1. New study abroad promotional growth and implementation such as the World Leaders Camp.
2. Web site enhancement
3. Relationship maintenance with students during their program abroad
4. Promotional growth
5. Partnering more closely with the Office of Multicultural Affairs
6. Focusing recruitment efforts more intensely on various UNK Students Organizations
7. Coordinating more outreach (Campus Community, NTV, Hub, KGFW)
8. Providing guidance for the Ambassadors of International Study (AIS) and making use of member expertise for future recruitment efforts
9. Creating a fund-raising campaign with AIS for Study Abroad Scholarship dollars
10. Starting a campaign to promote UNK Study Abroad programs at the high school level.

I would propose that the current level of operation within the Office of Study Abroad plus the items mentioned above could be done with an Assistant Study Abroad Coordinator.

Part IV: Student Support Data and Resources

The number of University of Nebraska at Kearney students studying abroad each year continues to increase. During FY2009, 95 students participated in programs taking them to 21 countries. This number represented 1.8% of the student population. During FY2011,
110 students studied abroad which is a .3% increase based on 2009-10 Undergraduate enrollment rates.

Program Data:

Chart 1: Study Abroad Destination

A review of the last 3 years clearly demonstrates a continued growth in study abroad which has been recently expanded due to increased opportunities.

Regarding study abroad country of destination, several shifts have occurred over the past three years (Chart 1). Europe which is normally the number one destination choice has declined whereas Asia has risen. This trend is directly correlated to program cost

![Graph showing study abroad destinations]

Student Data:

The type of student who studies abroad is displayed below in Chart 2. They are predominantly female undergraduates although the number of male participants is on the rise.

Chart 2: Study Abroad Student Gender
Whereas in 2009 the break-down according to class standing displayed a majority of senior participants, currently there is a fairly even distribution among sophomores, junior, and seniors displayed in Chart 3.

Chart 3: Study Abroad Student / Class Standing

Undergraduates whose majors fall within the College of Natural & Social Sciences made up the majority in 2009. Currently, the College of Business & Technology has shown an increase of students participating in opportunities abroad as evidenced in Chart 4 below.

Chart 4: Study Abroad Student Field of Study
Part IV: Program Comparison and Analysis

Every study abroad program offers participants a unique experience. Often times experience abroad is dictated by each participant. For this reason, the Office of Study Abroad strives to offer a variety of opportunities to UNK students.

Duration of stay for students who decide to study abroad has shown a change over the past three years as indicated in Chart 5 (below).

Chart 5: Study Abroad Program Duration

Part V: Peer Comparison

The number of undergraduate students who pursue an opportunity to study abroad at the University of Nebraska-Kearney continues to increase. Appendix F – Peer Institution Comparison – shows data as compared to our peer institutions. The data collected over the past three years reflect undergraduates who earned academic credit while abroad. Prior to 2009, numbers included those who participated in faculty-led study-tours which lasted less
than two weeks and were not credit bearing. Examples of study abroad growth at peer institutions can be found in Appendix G – Northern Michigan State Study Abroad Data; and Appendix H – University of Central Arkansas Study Abroad Data.

In talking to colleagues at our peer institutions it became clear that while many similarities exist, there are also several differences. Similarities include; developing a stronger support system for faculty-led programs, targeting underserved populations of students, increasing the Undergraduate study abroad rate to 5% by the 2017-18 Academic Year, providing better visibility of the office both on and off-campus, and generally enhancing the academic experience by supporting internationalization efforts.

To this end, Murray State University had an interesting concept:

*Murray State University has a set goal known as 5/5/50: Within 5 years, 5% of the student body would be international students, 5% of the undergraduate student body would study abroad, and 50% of the faculty would have international experience (defined as a degree from an international institution, international research/publication, participation in international professional development program offered, leadership in student study abroad, or have ethnicity and/or citizenship from another country).*

Differences between our institutions included the amount of money charged for Study Abroad Service Fee which ranged from $100-$350 (UNK charges $150), existence of a database (i.e., Study Abroad) to ensure data integrity, provide consistency in the study abroad experience, and assist in reporting and archiving of information, and type of study abroad program chosen by the undergraduate student.

Based on UNK Factbook Data from 2009-10, UNK sent 37% of all study abroad students on semester/year-based programs leaving only a 63% participation rate in short-term summer programs. Data from two of our peer institutions indicate a 93-95%

By in large, the most significant difference was in staffing within the study abroad office in relation to the percentage of undergraduates served as is displayed in Table 1 (below).

**Table 1: Peer Institution Staffing**

<table>
<thead>
<tr>
<th>(3 yr. Average)</th>
<th>31</th>
</tr>
</thead>
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Colleagues shared similar conundrum, “poised to grow, but not staffed to do so. And not staffed until we grow.”

Part VI: Future Direction

With the goal of preparing UNK students to enter an increasingly global workforce, the Office of Study Abroad at the University of Nebraska-Kearney is a vibrant area in which to be working. Dealing with the anticipation of UNK students while planning their time abroad, working with them in a recruiting capacity upon their return, synergizing with other offices on campus, or assisting faculty who intend on leading students overseas sometimes for the first time in their lives, the Office of Study Abroad strives to meet all needs and expectations.

There has been tremendous growth in study abroad within the past few years. Not only in the country of destination, but also in duration of study. There are many opportunities to build on this growth, yet support remains high, and students continue to be interested in these opportunities in increasing numbers. Of course there will be challenges, yet there is additional strength within the Office of Study Abroad which will bode well for future promotion efforts.

The Office of Study Abroad is grateful to the many faculty and staff who have taken students abroad or who have talked with students about the riches of gaining international exposure. Often times, studying abroad awakens an interest and upon return, helps to refocus academic pursuits. These changes within a student have a lasting effect and experiences gained while abroad are often the most memorable experiences of an educational career. For these reasons, the Office of Study Abroad is committed to providing UNK students with the opportunities and tools necessary to undertake a life-changing opportunity with the knowledge that every student’s goals are unique in nature.

To help prepare students to be interculturally effective leaders, peace builders, change agents, and educators who continue to make a significant global contribution, my office has been charged with the responsibility of substantially increasing UNK Semester Abroad students, and more generally to support the NU initiative to provide this opportunity for every student. To meet the needs of existing programs (in there recently expanded form)
and to achieve reasonable enrollment growth in the near term, I feel at least one full-time professional assistant is a necessity.

Analysis

UNK’s overseas study programs, like its Kearney-based programs, need to receive and adequate portion of the students’ tuition/fee payments and scholarships to cover the cost of education. And as with its Kearney-based programs, there should be enough left over to help cover program and curriculum development costs.

1. Letting this income follow our students abroad will allow more UNK students to afford to go UNK’s Semester Abroad programs.
2. Since these programs also function as bases for UNK’s overseas low-discount recruitment, this nominal investment will be returned to UNK’s central budget many times over.
3. Compared to many universities, which lose all of their student’s tuition to third party providers, UNK Semester students pay all of their tuition to UNK, resulting in a relatively cost-effective program.

Proposed: When UNK students take UNK courses overseas, the following shall be credited as cash to the UNK Semester Abroad program account for that country:

a. Student tuition payments
b. Student fee payments, except that portion needed by the university to support the needs of its overseas students
c. Student financial aid and loan income
d. Tuition waivers granted by UNK (such as Chancellor’s scholarships and other UNK Merit waivers). For on-campus students, this expense is incurred in the form of unremunerated university expenditures for services rendered to students on campus. In UNK’s overseas programs, where students are not using the bulk of UNK’s Kearney campus’ services, this expenditure takes the form of payment for similar services to the overseas campus. This is apparently the policy of UNL, whose students pay the equivalent of full tuition to UNK to participate in the Nebraska Study Abroad program in the Czech Republic.

By adopting these measures, we believe that UNK can maximize growth in international student enrollment, semester abroad participation, and net tuition income.

Study Abroad Appendix Key

Appendix A – Study Abroad Program Listing
Appendix B – Study Abroad Evaluation Form
Appendix C – UNK Faculty/Academic Advising Sheet
Appendix D – Chancellor’s Letter to Incoming Freshman
Appendix E – Comprehensive Study Abroad Pamphlet
Appendix F – Peer Institution Comparison
Appendix G – Northern Michigan State Study Abroad Data
Appendix H – University of Central Arkansas Study Abroad Data
b. ENGLISH LANGUAGE INSTITUTE

Part I: General Program Characteristics

1. ELI Program History
2. Mission and Goals
3. Strategic Plan

1. ELI Program History

This report is a self-study of the UNK English Language Institute, hereinafter (ELI), developed for an Administrative Program Review that will be conducted during the Fall 2012 semester. This is the second APR done for ELI.

This first was conducted during the Spring 2008 semester. The ELI program was created and directed by Jerald Fox in the Fall of 1997.

19 students were enrolled and the program’s goal was to improve their Reading, Writing, Listening and Speaking skills in English. ELI faculty administered a simple language placement exam and used the ELPT (English Language Proficiency Test) as an exit exam to evaluate readiness for UNK classes. From Fall 1997 – Spring 2001, ELI averaged about 21 students for the Fall and Spring semesters.

In the Summer of 2001, an agreement was signed with NCN (National Collegiate Network) and 56 Japanese students were enrolled in ELI’s newly-formed Summer program. In the Summer of 2001, ELI began administering the TOEFL (Test of English as a Foreign Language) and the ELI mission changed drastically. ELI changed from a survival skills English program loaded with extracurricular field trips to an intensive language program that was highly academic and goal-driven. Indeed, the ELI program was designed to prepare International students to ultimately attend UNK as undergraduate, degree-seeking students. From Summer 2001 – Summer 2007 ELI averaged approximately 57 students each summer. It should be noted, NCN student numbers have significantly decreased since the Summer of 2007. NCN summer student numbers peaked in 2006 with a total of 60 students. This Summer 2012, ELI enrolled 10 NCN students.

In the Fall of 2006, ELI began enrolling Chinese students associated with the 1+2+1 Sino-American Dual Degree program. ELI now averages about four 1+2+1 students each Fall semester.

A Changing Student Body

In the Summer of 2007, the ELI program experienced adaptation from the founding design with the enrollment of seven CNP (Colombian National Police) officers for a 2-3 semester immersion in English. Over the course of the next two years, larger numbers of CNP were enrolled in order to gain critical skills in English to help them with their jobs back in Bogota.
In the Fall of 2008, ELI partnered with KyungHee University (located in Seoul, South Korea) and 51 students were enrolled for a one semester Study Abroad experience. Again, these short-term students illustrate an adaptive enrollment strategy, but these students did not ultimately enroll as full-time students at UNK.

In the Fall of 2009, ELI began enrolling Chinese students associated with USEWB, United States Education Without Borders, and all of these USEWB students intend to pursue an Undergraduate degree at UNK. Over the course of the next two years, many USEWB students have been enrolled in ELI.

In the Fall of 2011, ELI began enrolling large numbers of Korean students from a variety of Korean universities wanting a one – two semester Study Abroad experience.

ELI now averages approximately 110 students for the Fall and Spring semesters. This illustrates ELI’s ability to adapt and respond to varying program needs. The current ELI student population represents two distinct identities: (1.) the traditional, degree-seeking student and (2.) the short-term, non-degree-seeking student.

2. Mission and Goals

Mission Statement

The Mission of the English Language Institute (ELI) at the University of Nebraska at Kearney is to:

1. Provide quality instruction to nonnative speakers of English with an emphasis on the four skills language approach—reading, writing, listening and speaking—necessary for academic success at the university level. Students will be evaluated using a standardized assessment test (TOEFL) during the semester to monitor progress and improvement.
2. Provide English as a second language programs to International students for academic, professional and personal development.
3. Assist students in their cultural adjustment so that their academic pursuits will be both enjoyable and productive.
4. Adhere to high standards of English language instruction and program management.

ELI faculty are often evaluating and re-evaluating the program’s long and short range goals. The most prominent long-range and short-range goals for the ELI program are listed below.

Long-range goals:

1. To have the degree-seeking International students enter an Undergraduate program of study at UNK within our four semester timetable. (see ELI Placement Policy – Appendix 35).
2. To provide a meaningful program to the non-degree – seeking International students enrolled in ELI classes.
3. To have a full-time staff able to handle a two-tiered ELI program.

Short-range goals:

1. To recruit and retain International students from a variety of countries.
2. To work towards a more integrated curriculum. For example, writing, grammar and vocabulary teachers reinforcing the grammar, writing and vocabulary skills in each others’ classes.
3. Increased funding to allow teachers to attend conferences and workshops to maintain a high level of teaching excellence.
4. Educating teachers in current practices and procedures to further the teaching of English to international students through workshops, conferences, or readings. The teachers that participate in these growth activities will share their knowledge with the group in order to further the skills of each teacher.
5. To work towards maintaining and strengthening the team work and camaraderie of all ELI teachers and staff. It is crucial we act as a united, coordinated team as the number of teachers and students increases.
6. To offer ELI classes based on the student’s goals (general survival or business English vs. higher education / academic English).
7. Work more closely with UNK faculty in developing skills our students need when they enter UNK classes.
8. Implementation of a student/teacher advising system. Each student is assigned a teacher advisor to assist with academic goal setting, time management and community integration.
9. To increase students’ involvement on campus and in the community by connecting more in-class lessons to extracurricular campus and community activities.
10. Regularly scheduled teacher or tutor supervised Study Hall to assist students with homework, tests, TOEFL preparation and questions.

Processes for re-evaluating the mission and goals:

1. Monthly meetings of Coordinator and teachers to review our mission and accomplishment of long and short range goals.
2. Goals are discussed periodically with the Director of International Education.
3. Re-evaluation often times results in positive curriculum changes.

3. Strategic Plan

University of Nebraska’s strategic goal

The ELI program will prepare International students to be competent in English speaking, listening, reading and writing skills to fulfill the University of Nebraska goal, outlined by President J.B. Milliken, of doubling International student enrollment by 2019, the 150th Anniversary of the Nebraska school system.
Office of International Education strategic goal

In keeping with the University of Nebraska’s and OIE’s strategic goals, the ELI program strives to adapt to the variations in recruitment strategies outlined by the OIE Director. The ELI program also works to have a full-time staff to meet the ongoing needs of a changing student body. The ELI program stands prepared to adapt to the changes and challenges of a dynamic international student population.

Part II: Organizational Structure

1. Organization Chart
2. Job Description

1. Organization Chart of ELI

The ELI program is one specialized area within the Office of International Education, reporting to the Director of International Education. ELI employs one full-time Coordinator, two .75 FTE educators with benefits, two part-time educators with benefits and seven non-benefitted educators.

Faculty/ELI Educators

Coordinator: Diane Longo has been the Coordinator since August 1997. Primary responsibility is coordinating services to ELI teachers and students for the Spring, Summer and Fall programs. Also manages student data through Peoplesoft and fsaAtlas. Also works with other International Education staff in the International Center during the planning and execution of major International student events.

Educator: Linda Martin has been an ELI Educator since August 1997 and is on a 75% Academic year employment term. Linda has also coordinated the ELI Conversation Partners program since Fall 1998, except for two semesters when Lisa George served as the coordinator.

Educator: Lisa Terry has been an ELI Educator since August 1997 and is on a 75% Academic year employment term. Lisa has also coordinated the ELI Campus Conversation Table program since Fall 1998, except for two semesters when Lisa George served as the coordinator.

Educator: Laurel Volpe has been an ELI Educator since Spring 1999.

Educator: Lisa George has been an ELI Educator since Summer 2003. Also has coordinated the Conversation Table program for 2 semesters (Spring 2006 / Fall 2007) and the Conversation Partners program for 2 semesters (Fall 2005 / Spring 2007).

Educator: Jayne Heimer has been an ELI Educator since Fall 2003. Jayne also serves as the Coordinator for International Presentations at Local Schools. Jayne also coordinated the International Friendship Family Program from 2004 until 2008.

Educator: Ann Snider has been an ELI Educator since Fall 2004.
Educator: Cora Lee Konecny has been an ELI Educator since Fall 2007.

Educator: Tracy Falconer has been an ELI Educator since Fall 2007.

Educator: Rebecca Lillyman has been an ELI Educator since Fall 2008.

Educator: Beth Montag has been an ELI Educator since Fall 2010.

Educator: Kim Williams has been an ELI Educator since Fall 2010.

Educator: Rainy Clark is the most recently-hired ELI Educator. Her start date is Fall 2012.

2. Job Description for an ELI Coordinator

General overview statement of the position (summary):

The ELI Coordinator is charged with the administration of the overall operation of the ELI program. The ELI Coordinator must manage ELI Educators, coordinate semester class schedules, oversee curriculum, administer TOEFL tests, advise ELI students on academically-related matters and orient ELI students to UNK. The ELI Coordinator works closely with the Director of OIE.

The responsibilities of the Coordinator include but are not limited to the following:

1. To provide purposeful direction and vision for the ELI program
2. To manage daily operations and administration of 140 students
3. To supervise 12 ELI Educators, to include drafting, reviewing and negotiation their terms of employment
4. To create semester class schedules and coordinate teaching schedules
5. To prepare transcript of grades, Certificates of Completion and Awards for ELI students
6. To design, develop and implement programs for degree-seeking and non-degree-seeking ELI students
7. To oversee the retention of ELI students
8. To manage ELI enrollment analysis

Required qualifications:

Masters degree in an appropriate field of study, significant administrative experience and teaching experience.

3. Job Description for an ELI Educator (for individual resumes, see Appendix 41)

General overview statement of the position (summary):
To teach speaking, listening, reading and writing skills to non-English speaking students and to contribute to the overall success of the ELI program.

Job duties list:

1. To demonstrate appropriate level of proficiency in content area see appendix for course schedule and description of courses
2. To hold weekly office hours
3. To attend all ELI teacher meetings
4. To assist with all TOEFL administrations
5. To assist with the end-of-the-semester Certificate Ceremony

Required qualifications:

Bachelor’s degree in an appropriate field of study

Preferred qualifications:

Masters degree in an appropriate field of study

Part III: Institutional and Community Contributions

1. University Committees
2. Departmental Collaboration and Partnerships
3. Community Involvement

1. University Committees

Diane Longo serves on two university committees. SAC (Student Affairs Committee, 2011 - present) which is chaired by Dr. Joseph Oravec, Dean of Students meets once a month. CARE (Concerning and Risky Events, 2011 - present) which is chaired by Dr. LeAnn Obrecht, Director of Counseling Care meets once a week, every Monday afternoon during the semester.

Departmental Collaboration

Diane Longo and Tracy Falconer, an ELI Educator, work with the Learning Commons (2012 - present) to share insights and advice on how to deal with international students and their academic difficulties. Diane and Tracy hold workshops to train peer tutors.

Community Involvement

Jayne Heimer, an ELI Educator, serves as the Advisor to an international student group, the Japanese Association at Kearney (JAK, 2009 - present). Jayne meets regularly with and advises 4-
5 officers as they plan various festivals throughout the year, fundraising activities, crisis sessions (i.e. the tsunami of 2011), and graduation receptions.

Jayne Heimer also serves as the Coordinator for International Presentations at Local Schools (2003 – present). She works closely with both public and private school teachers who want international students and UNK Study Abroad Ambassadors to visit their classrooms and give presentations.

Part III: Student Support Data and Resources

1. Enrollment Trends
2. Resources and Equipment
3. Department Expenditures
4. Student Data

Enrollment Trend #1: Increase in the Number of ELI students

The ELI program enrolled 19 students in the Fall of 1997. The two charts below indicate steady growth since that time.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>TOTAL number of students</th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>1998</td>
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<tr>
<td>2012</td>
<td>??</td>
<td>114</td>
<td>42</td>
<td>?</td>
</tr>
</tbody>
</table>

**See bar graph.
Enrollment Trend #2: Increase in the Number of ELI teachers

Another measure of accessing the need and demand for the ELI program is an increase in the number of teachers since the Fall of 1997.

1997 = 4 total ELI teachers

2007 to present = 12 total ELI teachers

Enrollment Trend #3: Increase in the Number of ELI classes & levels

Another indicator of accessing the need and demand for the ELI program is an increase in the number of class levels.

1997 = 2 Levels

2007 to present = 7 levels
  • 100A Level
  • 100B Level
  • 200 Level
  • 300A Level
  • 300B Level
  • 400 Level
  • 500 Level
ELI tries to maintain a student-teacher ratio of 15:1 for all ELI classes at any level to provide the optimal environment for excellent instruction.

2. Resources and Equipment

All ELI offices are located on the second floor of Welch Hall. ELI staff occupy seven office spaces. The ELI coordinator occupies one office and there are two educators in each of the other six offices. There is one room used as an ELI Conference Room, testing room and library lending space for ELI student use. ELI has thirteen desk top computers (one for each staff member), a networked copy/printer machine, a digital camera and two desktop printers.

ELI educators need new computers. A systematic replacement cycle needs to be implemented. ELI students need a Listening lab and/or appropriate listening archives.

3. Department (Program) Expenditures

See Section V, B, for OIE operating budget.

4. Student Data

1. Administration of the ITP (Institutional Test of Proficiency; also known as the PBT Paper-based) TOEFL exam for our Summer, Fall and Spring semesters and the total number of ELI students who successfully passed the TOEFL with a score of 500 or above each year from 2007 – 2012.

2007: Spring = 3 times Summer = 3 times Fall = 3 times
**Total of 9 exams for 2007 and 54 students successfully passed

2008: Spring = 3 times Summer = 3 times Fall = 3 times
**Total of 9 exams for 2008 and 67 students successfully passed

2009: Spring = 3 times Summer = 3 times Fall = 3 times
**Total of 9 exams for 2009 and 22 students successfully passed

2010: Spring = 3 times Summer = 3 times Fall = 3 times
**Total of 9 exams for 2010 and 35 students successfully passed

2011: Spring = 3 times Summer = 3 times Fall = 3 times
**Total of 9 exams for 2011 and 36 students successfully passed

2012: Spring = 3 times Summer = 3 times Fall = started on August 20th
**Total of 6 exams (so far) for 2012 and 35 students have successfully passed

**Please note, in 2007, ELI increased the number of ITP administrations to 9 times per year / 3 times per semester.

2. Monitoring student enrollment at each class level / hiring of ELI faculty from 2007 – 2012.

<table>
<thead>
<tr>
<th>Year</th>
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<td>Fall 12</td>
<td>17</td>
<td>15</td>
<td>28</td>
<td>22</td>
</tr>
</tbody>
</table>

PT = denotes a part-time student taking only 1 – 3 ELI classes.
This data underscores the need to be organic. It is essential that ELI is adaptive to the great variations in student quality as well as the ebbs and flows in recruitment.

Part IV: Program Comparison and Analysis

The two key areas to be addressed are:

1. The minimum requirements for Undergraduate admission for international students at each of our 10 peer institutions are very similar to UNK’s requirements for Undergraduate admission. (see Appendix 4)
2. The ELI program at UNK is very similar to the ESL / IEL programs at each of our 10 peer institutions. (see Appendix 5)

Part V: Future Direction

The English Language Institute (ELI) at the University of Nebraska at Kearney is committed to providing quality instruction to nonnative speakers of English with an emphasis on the four skills language approach-reading, writing, listening and speaking- necessary for academic success at the university level. ELI faculty adhere to high standards of English language instruction and program management.

Two weaknesses of the ELI program.

1. Limited resources to provide full-time status to the majority of ELI educators.
2. Limited resources to offer enriching professional off-campus opportunities to ELI educators.

We have a strong core of ELI faculty, but we are at constant risk of losing quality people because they do not have full-time status.

Proposed Strengthening of the ELI program.

1. Continued improvement and success of all ELI students, whether degree-seeking or not.
2. Provide full-time status to ELI teachers for stability so that the strategic plan will be executed.
3. To engage ELI students in UNK co-curricular activities and opportunities such as Campus Kitchen, Habitat for Humanity and other similar organizations to increase interactions with UNK students and provide learning opportunities that fully immerse students in English.
4. To offer ELI staff more professional opportunities to attend regional and national meetings, conferences and conventions.
5. To systematically address the long-term and short-term goals as previously stated in this Self-study document.
c. INTERNATIONAL ADMISSIONS AND IMMIGRATION SERVICES (IAIS)

This department operates within OIE as two separate but closely related units:

1. International Undergraduate Admissions (IUA) (for Admissions and application processing) and
2. International Student Services (ISS) (for advising of students and faculty on issues related to immigration, US non-immigrant student visas, SEVIS and cultural adjustment)

After a brief history of IAIS, this section will review each of its two principal units- IUA and ISS – in detail.

i. A Brief History of the Department

In the summer of 2005, due to the need to focus on the specialized admission requirements of international students, particularly federally mandated requirements for F-1 and J-1 student visas and the SEVIS system, the admission of international students into the English Language Institute and UNK’s academic undergraduate program was moved from the UNK Admission’s Office to the newly formed International Undergraduate Admissions Office located in the UNK Office of International Education (OIE).

Initially, the administration of this program in OIE was provided by only one staff member, who came to UNK from the UNL (University of Nebraska-Lincoln) International Affairs Office with 10 years’ experience in the International Education field. This individual initiated, designed and operated OIE’s program for admission of F-1 & J-1 international students, with assistance and guidance from the Director of International Education, the UNK Domestic Admission Office and training programs provided by NAFSA and AACRO. With a separate office dedicated to international undergraduate admissions and F-1 and J-1 visa advising, UNK was able to increase its enrollment of international students from less than 1% of all students to an approximate enrollment of 10% international students today.

This enrollment increase was reflected in the pattern of ELI enrollment growth over this period. The ELI Program enrolled 19 students during the program’s first semester in 1997. From Fall 1997 – Spring 2001, ELI averaged about 21 students for the Fall and Spring semesters. From Summer 2001 – Summer 2006 ELI averaged about 50 students for the Summer, Fall and Spring semesters. By the Fall of 2006, ELI averaged approximately 82 students for the Summer, Fall and Spring semesters. Current ELI enrollment is 105 students at the beginning of Fall Semester 2012. Some are full-time ELI while others are enrolled in some UNK Undergraduate classes to begin the transition process to full-time degree-seeking academic programs.
As international student admission applications have increased, the burden related to the processing of paper applications and the attendant issues of mail receipt of application documentation and the issuance and delivery of the United States Citizenship and Immigration Services - required documents (Forms I-20/DS-2019) and UNK admission letters has also grown.

By 2008, UNK saw the need to hire an additional staff member to assist in processing the growing number of international student applications in a timely manner. Additional support was provided by re-defining the duties of existing staff in International Education to include assisting with clerical aspects of the admission of international students. The primary International Undergraduate Admissions employee continued to make all admissions decisions, enter all new applicant students into the UNK Student Information System, prepare all of the required immigration documents and enter the required information into the federally mandated SEVIS system.

In 2009, due to continued enrollment growth and the requirements of an increasingly complex automated Admissions system, a second full time position of Application & Records Specialist was added to the International Undergraduate Admissions staff. This specialist is now responsible for interpreting and communicating University admission criteria in respect to international student admission for F-1 or J-1 visa holders, academic policies and requirements, and student affairs policies and procedures to students, parents, faculty, staff, and administrators. In addition to performing admissions-related counseling, this position is responsible for working with international agencies and/or partner institutions in support of Admissions, timely processing of Admissions documents, reviewing applications for admission, and providing information to the University community as a whole about the admission process for international applicants. Inputting accurate application and enrollment data in the appropriate enrollment management systems and databases for UNK and assisting in generating reports from this data (PeopleSoft and FSAatlas) is also an integral part of this position.

During the Summer of 2010 the President of the University of Nebraska System challenged the university to double the enrollment of international students by 2015. During late 2009 and early 2010 the University of Nebraska System also purchased and implemented a new campus-wide student information system – PeopleSoft. Due to the need to transition to this new system and the continued growth of international student applicants (spurred, in part, by the more universally accessible on-line application), OIE hired an Enrollment and Recruitment Specialist in 2011 to assist in tracking and processing applications from admission to arrival, executing federally mandated international student orientations, processing insurance waivers, processing and tracking of Admissions documents, reviewing applications for admission, and student information system entry, required application document preparation, and communicating with prospective students.
through e-mail, via phone and in person, as well as other international admissions/advising related activities.

This position also assists the UNK Outreach Coordinator with tasks related to student recruitment, marketing, advertising and planning, inquiry contact management, inputting inquiry data, and producing statistical reports. This position also requires assisting the Study Abroad Coordinator with UNK’s Latin America-related student exchange agreements and study programs, a responsibility that requires an intimate knowledge of the language and culture of that region.

ii. International Undergraduate Admissions (IUA)

The primary responsibility of the International Undergraduate Admission Office is to receive, evaluate and process international student admission applications for both the UNK undergraduate program (degree and non-degree) and English Language Institute (ELI) in accordance with UNK policies and U.S. Immigration laws and regulations. Likewise the IUA must assist applicants in applying for the appropriate immigration documents (Form I-20 / DS-2019) based on visa issuance procedures.

a. Admission Criteria for International Students

To become an English Language Institute student or a UNK degree-seeking undergraduate student, international student applicants must meet the following criteria:

• be an international student.
• have graduated from high school, college or university.
• be prepared to provide official proof of English proficiency by submitting original proof of either a minimum TOEFL official score (173 CBT, 500 PBT test or 61 IBT, a minimum IELTS official score of 5.5, or a minimum 2A for the STEP EIKEN test (Japan)*
• have a desire to start/continue an undergraduate degree seeking program.
• be willing to apply for a student visa at the US Consulate/Embassy in the home country.

*If applicants meet all admission requirements except the English proficiency requirement, they must apply to the English Language Institute (ELI) where English proficiency will be acquired through classes and progress testing until the required English proficiency criteria is met. (see Appendix 17a: International Admission Q&A
** International students applying for other universities around the USA must also meet the above UNK admission criteria and submit official transcripts and proof of current immigration status and eligibility for transferring to UNK.

b. Operational Overview

UNK International Admissions staff manages international inquiries and applications, and works with prospective international applicants and their representatives to guide them through the admissions process (see Appendix 6: International Student Application Instructions - UNK Undergraduate Program). Staff are responsible for downloading the on-line application and for reviewing each of application for payment of appropriate fees, receipt of required English proficiency, completion and verification of educational history and, the required copy of the biographic page of the applicants passport for completion of admission requirements. The International Admissions staff also handles the preparation of Immigration visa documents and analyzes financial documentation that provides evidence of required academic year support of each applicant.

Review of applications also includes the evaluation of International transfer applications from inside the USA, including official transcripts (high school and college/university), and other documents required to make admissions decisions in a timely manner. The International Admissions staff prepares new application files, updates existing application files, and regularly evaluates application files for completeness. The staff also contacts applicants to notify/remind them of missing materials and to update the applicant checklist in MyBlue. All applications must be updated in the UNK PeopleSoft Student Information Database.

The International Admissions staff maintains communication with prospective and admitted international students from date of application to their arrival on the UNK campus. This includes working with the International Orientation Coordinator to facilitate arrival, pick-up and orientation activities for new international students.

Review of the estimated cost of attendance annually by the University Of Nebraska Board Of Regents requires that updated cost information be provided to applicants and student alike. These updated costs are required in order to properly prepare the required immigration documents, such as Form I-20 and Form DS-2019 (see Appendix 7: On Campus Costs – Residents and Non-Residents 2012-13).

The University of Nebraska Kearney, like most universities in the United States, can readily see the advantages of having international students on their campuses. Not only do the students enrich the campus with their culture and the sharing of their customs, but they add important dollars to the economy. Based on data compiled by the Nebraska National Foreign Student Advisor Association the contribution international students made to campuses around the US is an important source of income for the state economies where SEVP approved institutions are
located (see Appendix 8: The Economic Benefits of International Education to the United States for the 2010-2011 Academic Year: A Statistical Analysis).

c. Current Enrollment Trends

Application History (data from UNK Factbook)

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<th>CONT</th>
<th>STD</th>
<th>TOTALS</th>
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<th>***APPS</th>
<th>****UNPD</th>
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*These numbers are based on admitted applications, not enrollment of students.

**Transfer students
***Applications submitted with missing documents, and/or payments
****Application submitted, app fee not paid

On average 50% of these students will arrive.

Overall international undergraduate and graduate student enrollment at UNK from 1997-2012 was:

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<th>Decrease</th>
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<table>
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<th>UGRDS</th>
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</tbody>
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51
International Student Enrollment (2009-2012) by Type: ELI/Undergrad/New/Continuing/F1/J1:

**UNK International Enrollment Report**

|          | Fall 2009 | Fall 2010 | % Change | Fall 2009 | Fall 2010 | % Change | Fall 2009 | Fall 2010 | % Change | Fall 2009 | Fall 2010 | % Change | Fall 2009 | Fall 2010 | % Change | Fall 2009 | Fall 2010 | % Change | Fall 2009 | Fall 2010 | % Change | Fall 2009 | Fall 2010 | % Change |
|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|----------|-----------|-----------|----------|-----------|----------|----------|
| New      | 41        | 67        | 26       | 63.41%    | 43        | 62        | 19       | 44.19%    | 84       | 129       | 45       | 53.57%   |           |           |           |           |           |           |           |           |           |           |           |
| Continuing| 50        | 46        | (4)      | -8.00%    | 357       | 326       | (31)     | -8.68%    | 407      | 372       | (35)     | -8.60%   |           |           |           |           |           |           |           |           |           |           |           |
| F1       | 88        | 108       | 20       | 22.73%    | 344       | 343       | (1)      | -0.29%    | 432      | 451       | 19       | 4.40%    |           |           |           |           |           |           |           |           |           |           |           |
| J1       | 3         | 5         | 2        | 66.67%    | 56        | 45        | (11)     | -19.64%   | 59       | 50        | (9)      | -15.25%  |           |           |           |           |           |           |           |           |           |           |           |
| Tourist  | 0         | 0         | 0        | 0.00%     | 0         | 0         | 0        | 0.00%     | 0        | 0         | 0        | 0.00%    |           |           |           |           |           |           |           |           |           |           |           |
| PR       | 0         | 0         | 0        | 0.00%     | 0         | 0         | 0        | 0.00%     | 0        | 0         | 0        | 0.00%    |           |           |           |           |           |           |           |           |           |           |           |
| Other    | 0         | 0         | 0        | 0.00%     | 0         | 0         | 0        | 0.00%     | 0        | 0         | 0        | 0.00%    |           |           |           |           |           |           |           |           |           |           |           |
| Total    | 91        | 113       | 22       |           | 400       | 388       | -12      |           | 491      | 501       | 10       | 2.04%    |           |           |           |           |           |           |           |           |           |           |           |           |

**Fall 2010 & 2011**

|          | Fall 2010 | Fall 2011 | % Change | Fall 2010 | Fall 2011 | % Change | Fall 2010 | Fall 2011 | % Change | Fall 2010 | Fall 2011 | % Change | Fall 2010 | Fall 2011 | % Change | Fall 2010 | Fall 2011 | % Change | Fall 2010 | Fall 2011 | % Change | Fall 2010 | Fall 2011 | % Change |
|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|----------|
| New      | 67        | 62        | (5)      | -7.46%    | 62        | 35        | (27)     | -43.55%   | 129      | 97        | (32)     | -24.81%  | 15%       |           |           |           |           |           |           |           |           |           |           |           |
| Continuing| 46        | 67        | 21       | 45.65%    | 326       | 310       | (16)     | -4.91%    | 372      | 377       | 5        | 1.34%    | -7%       |           |           |           |           |           |           |           |           |           |           |
| F1       | 108       | 124       | 16       | 14.81%    | 343       | 323       | (20)     | -5.83%    | 451      | 447       | (4)      | -0.89%   | 3%        |           |           |           |           |           |           |           |           |           |           |
| J1       | 5         | 5         | 0.00%    | 0.00%     | 45        | 22        | (23)     | -51.11%   | 50       | 27        | (23)     | -46.00%  | -54%      |           |           |           |           |           |           |           |           |           |           |           |
| Tourist  | 0         | 0         | 0        | 0.00%     | 0         | 0         | 0        | 0.00%     | 0        | 0         | 0        | 0.00%    |           |           |           |           |           |           |           |           |           |           |           |
| PR       | 0         | 0         | 0        | 0.00%     | 0         | 0         | 0        | 0.00%     | 0        | 0         | 0        | 0.00%    |           |           |           |           |           |           |           |           |           |           |           |
| Other    | 0         | 0         | 0        | 0.00%     | 0         | 0         | 0        | 0.00%     | 0        | 0         | 0        | 0.00%    |           |           |           |           |           |           |           |           |           |           |           |
| Total    | 113       | 129       | 16       |           | 388       | 345       | -43      |           | 501      | 474       | (27)     | -5.39%   | -33%      |           |           |           |           |           |           |           |           |           |           |           |

*This was the latest SEVIS count for Fall 2012 this report was prepared in August 2012, but Registration was not yet complete.
## UNK International Enrollment Report

<table>
<thead>
<tr>
<th>Totals</th>
<th>Spring 2010</th>
<th>Spring 2011</th>
<th>#</th>
<th>% Change</th>
<th>Spring 2010</th>
<th>Spring 2011</th>
<th>#</th>
<th>% Change</th>
<th>Spring 2010</th>
<th>Spring 2011</th>
<th>#</th>
<th>% Change</th>
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<td>302</td>
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On Campus
As of Feb. 13, 2012  blue = updated

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<th>#</th>
<th>% Change</th>
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Change % Total:

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Non-degree seeking undergraduates (taking no EL)

Included in the 491 count Feb. 13, 2012:

- Korean partner U's: 63
- Sapporo U. Exchange: 4
- Roosevelt Acad. Exch: 2
- IHEX: 1
- MAUI: 2

Total: 72

The majority of current EU students come to UNK for the purpose of transitioning to the UNK undergraduate degree program, but the percentage of non-degree students at UNK may continue to increase as the number of US univ offering resident tuition grows.
### UNK International Enrollment Report
8/3/2012 Fall Projection

<table>
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<tr>
<th>Totals:</th>
<th>Fall 2011</th>
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<th># Change</th>
<th>% Change</th>
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<th>Fall 2012</th>
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<td>New Non-ELI</td>
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<tr>
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<td>73</td>
<td></td>
<td>474</td>
<td>539</td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>

**Numbers in red above are projected**

The numbers below are true numbers for Summer 2012:

- **Summer** arrived: 16 F1 - 16
- **Korean 4 wks** arrived: 16 J1 - 16

**Forecast for Fall 12:**

- **32 ELI**
What We Have Done to Enhance Recruitment Efforts

Background

A. UNK increased international enrollment from 3.5% in 2000 to 9.2% in 2008. This was accomplished primarily by aggressive tuition discounting and a weakening US dollar.

B. The global financial downturn finally impacted international enrollment in Fall 2009, however, when new recruitment fell by 50%, dragging overall international enrollment down from 9.2% to 8%. Attempts were made to mitigate the impact of the economic downturn that began in 2007 by further tuition discounting (offering 150% of the resident tuition rate – the non-resident rate is 200% of resident tuition – via remissions scholarships) in niche markets, including our largest single market, Japan.

C. Never-the-less, in 2009, UNK experienced a drop in 4-year Japanese students entering UNK via NCN (National Collegiate Network) from an average of about 60 per year to only 8 new students (the equivalent of $3,000,000 in potential tuition revenue over four years). Our 150% tuition remission policy for NCN students slowed, but did not reverse this decline. This is because universities such as Arkansas State University (ASU) had already begun offering in-state tuition to NCN students. Since then, we have matched ASU’s in-state tuition rate for NCN, which has put us on the road to gradual enrollment recovery among degree-seeking NCN students.

Recent Actions

D. To increase the percentage of international students, UNK began in July 2009 to:

a. Increase its recruiting agent agreements in Japan and its university and high school partnerships in China and Japan
b. Utilize an on-line application, making the application process easier for applicants around the world.
c. Use a multi-lingual application contact page funnel.
d. Translate its ‘UNK Advantage’ recruitment brochure into top strategic recruitment languages: Japanese, Chinese, and Spanish (Portuguese and Korean are in development)
e. Work with other NU campuses, through the NU Associate Vice President for International Affairs, on system-wide initiatives, such as a plan to educate Brazilian teachers.

2. To further improve student quality beginning in Fall 2010, UNK:

a. Increased the stringency of its English Language requirement
b. Began to partner more closely with high schools abroad to attract more qualified students
c. Laid the groundwork for improved international student success and satisfaction by:
1. Initiating a intercultural sensitivity training program for Resident Life staff
2. Expanding the International Friendship Family program
3. Assisting international students who are suffering financial hardship
   a. Increase its use of web-based international application contact management
   b. Improve involvement of international alumni and partners (Nebraska Department of Economic Development) in recruitment initiatives. In Fall 2009, UNK held well attended alumni meetings in the Japan and the Bahamas.

3. Beginning in 2011, OIE began a major successful recruiting drive in Korea. This has helped off-set the loss of Chinese and Japanese students to UNK’s competitors who are offering more aggressive discounting than UNK, as well as recruitment incentives such as agency commissions. Unless UNK moves to match its competitors’ tactics, its undergraduate enrollment yield continue to evolve away from degree-seeking students towards short-term (one/two semester) students.

d. Enrollment Analysis

Increasing international student enrollment is an important strategic goal of the University. President Milliken, the Enrollment Management Council (EMC), and Noel-Levitz have all called for a dramatic increase in recruitment from this critical enrollment market.

The Rise and Fall of Japan

1. For the past decade, UNK had recruited its largest single block of degree-seeking international students from Japan.

   b. The sudden drop in Japanese enrollment was due to a convergence of several factors.
      i. The global financial crisis.
         1. Japanese families have become more reluctant to spend.
      ii. Steep discounting and the payment of agency fees by UNK’s main competitors (Arkansas State University and others. See Appendix 9: Partial list of U.S. universities offering resident tuition rate to international students – as of October 2011).
      iii. The demographic shift in Japan caused by an aging population.
         1. This shift reached the tipping point in 2008-2009 when both high schools and colleges across Japan began closing because of too few students to fill classrooms. What used to be an highly competitive ‘exam hell’ culture in which students had a very hard time getting into good Japanese colleges, suddenly entered a period in which it was much easier for the average Japanese high school graduate to get into a good Japanese college – at a cost that was much less expensive that going to a similar school in the US.
2. In the past, universities in the US and other English speaking countries had taken up much of the overflow of Japan’s previously crowded educational system. Today, the number of Japanese students coming to US universities continues to fall, and it now sends fewer students to the US than even much smaller South Korea. 

iv. UNK is now competing for a dwindling number of Japanese students in a competitive pricing environment.

The Rise and Fall of China

1. The 2009 drop in Japanese applicants was partially off-set by a surge in Chinese applicants. Chinese enrollment at UNK had been rising gradually since UNK began getting students from the CCIEE-AASCU 1+2+1 dual degree program in 2006, and Chinese enrollment further increased from 2008-2010 when UNK began receiving significant numbers of students from US Education Without Borders (USEWB). When the number of Japanese applicants collapsed in 2009, the largest single group of applicants became Chinese students, and for the first time, Chinese enrollment finally surpassed Japanese enrollment at UNK in 2012.

a. This increase in Chinese students brought UNK more into line with the national trend: the largest single group of international students on most campuses, and the fastest growing, are from China. But this good fortune was not to last.

b. Although Chinese students entering the US has continued to accelerate over the past 15 years and the image of universities in the US and other countries being ‘saved’ financially by Chinese students in the face of declining domestic enrollment has been a common media refrain. The reality is less straightforward.

i. Many Chinese students in the US are graduate students – UNK’s main clientele are undergraduates.

ii. The great majority of Asian students prefers the West coast (where other Asians live), the East coast (particularly New York), Texas, and have historically been attracted to large cities.

iii. An undergraduate program in a small town in the Midwest in a largely unknown state is a very hard sell.

iv. Outside of the top ranked US colleges, competition for Chinese students is in fact very fierce, both among US colleges and among the growing army of recruitment agents in China who control the vast majority applications that are made to overseas schools.

v. Over the past several years, the non-top ranked/non-West coast US colleges that have received significant numbers of Chinese students are those that:

1. Offer commissions to Chinese recruitment agents and/or
2. In-state tuition (A typical example is Northern Arizona University, which offers $1000-2000 for each student recruited).

c. Due to its inability to offer these recruitment incentives, UNK has seen a significant loss of both USEWB and 1+2+1 students to its more agile competitors. (USEWB, for example, now sends its students to places like Truman State University – a higher ranked Regional Top 10 institution than UNK – where Chinese students are able to pay in-state tuition, and where the university pays the recruitment agency a fee for each student).
a. As a result of these competitive factors, in Fall 2011, Chinese applicants to UNK dropped by over 75%

The Rise of South Korea

1. Through an aggressive recruitment campaign, centered primarily on the development of 1+3 degree partnerships and non-reciprocal short-term student exchange agreements with a variety of Korean university partners, OIE has been able to offset the loss of much of UNK’s Chinese and Japan student populations to US competitors.
2. Like Japan, however, South Korea’s population is also beginning to age, and this is already beginning to impact the ability of US universities to attract degree-seeking students from that country.

What We Can Do to Recruit More International Students

1. To compete in the international enrollment market, UNK must:
   a. In China, immediately begin offering commissions to reputable recruitment agencies.
   b. UNK must be prepared to offer tuition discounts as low as the resident rate to selected student populations. This is the only way to compete in today’s fiercely competitive international enrollment market, particularly among US colleges that are not highly ranked.
   c. Of these two types of recruitment incentives, agency service fees would result in much higher net tuition revenue from degree-seeking students than tuition discounting, because it is a one-time fee. It should be OIE’s policy to always try service fees first (in China, at least), before resorting to tuition discounting which is far more costly.
      i. However, OIE must have both tools in order for UNK to have the agility to succeed in an environment where our US competitors commonly use both.

In response to tuition discount strategies by US universities, the UNK Cabinet or Chancellor has approved many 150% tuition remission requests for students applying through UNK partner universities and recruitment agencies. While this temporarily slowed the drop of students from Japan and opened opportunities in Korea, even more aggressive incentive programs by UNK’s competitors (using agency fees and in-state tuition) have now caused a significant drop in applications from a top NU strategic target country: China.

It is primarily our lack of competitiveness in China that has resulted in UNK’s recent recruitment of greater numbers of short-term students (typically one-two semesters) and less degree-seeking students. Although the over-all number of international students continues to grow, less non-degree students enter ELI than do degree-seeking students, resulting in less ELI revenue.

This shift has become a threat to UNK’s overall international recruitment program, which is funded primarily by ELI revenue. At the same time, it has been difficult to attract qualified International Office immigration and recruitment staff due to NU limits on salary rates, even for
salaries that are paid by funds originating outside of the state provided budget, such as ELI revenue.

In the past, OIE tried to meet competitive market challenges with a series of ad hoc tuition policy proposals to the Cabinet—a time consuming and cumbersome process. We now have a more streamlined procedure whereby the Chancellor can approve tuition discounts, upon OIE/SVCASA recommendation, for specific enrollment markets.

1. In addition to the crucial new action mentioned above, OIE must continue to expand and improve upon existing initiatives:
   i. Increase partner and recruitment agency agreements
   ii. Focus on student satisfaction efforts, particularly student-community engagement programs such as the International Friendship Program
   iii. Improve the teacher qualifications and resources of the English Language Institute
   iv. Increase recruiting agent agreements, particularly with East, Southeast, and South Asian countries, and other priority system-wide targets, such as Brazil.
   v. Improve UNK’s multi-lingual application web page funnel and social media advertising in key markets.
   vi. Translate and improve OIE’s electronic format recruitment literature into top strategic recruitment languages: Japanese, Chinese, and Spanish (Vietnamese, Portuguese and Korean are in development)
   vii. Partner more closely with high schools abroad via UNK’s semester abroad program and other means
   viii. Increase international student success and satisfaction—leading to better retention—by:
       ix. Continue intercultural competency programs for Resident Life staff, incoming Freshmen, and faculty.
       x. Expand the International Friendship Family and Conversation partner/table programs.
       xi. Increase international scholarship and financial hardship fund for international students
       xii. Improve involvement of international alumni and partners in recruitment initiatives by building on outreach efforts such as the Fall 2009 alumni meetings in Japan (with the support of the Nebraska Department of Economic Development) and in the Bahamas.
iii. International Student Services (ISS)

The International Student Services Office (ISS) provides comprehensive support services to UNK international students, visiting scholars, UNK departments seeking to hire international faculty through the H1B visa process, and UNK professional staff members who are applying for UNK-sponsored permanent residence. Likewise, the ISS responds to questions and requests for guidance from the UNK community related to international students and U.S. Immigration Regulations.

The ISS Office, which is housed in the Office of International Education in Welch Hall on the West Campus of UNK, provides a variety of services for UNK’s growing international student population. Its mission is to enhance the quality of the UNK international students experience by providing consistent, timely and accurate immigration advising, cultural adjustment counseling, and the timely processing of immigration related applications, petitions and services. A variety of projects to enhance the involvement of new students on the UNK campus is on-going and ever changing to meet the changing numbers and needs of both students and staff (see Appendix 10: UNK International Student Services Procedures). These are very similar to the challenges faced by other SEVP approved institutions across the United States that are struggling to meet the increasing number of International Students on their Campuses and to provide for their needs from home to arrival at their university in the US to the end of their stay (see: International Student Services at Peer Institutions: Appendix 17b; and the UNK Student Handbook http://www.unk.edu/uploadedFiles/Student_Affairs/vcsa/StudentHandbook.pdf).

International Student Advisors in Welch Hall serve as the Department of Homeland Security authorized F-1 Designated School Officials (PDSO/DSO) and J-1 Alternate Responsible Officers (RO/ARO) whose responsibility it is to review, authorize, and maintain information and documentation of all UNK international student holders of F-1 visas as well as all participants in the University’s J-1 Exchange Visitor program. The qualifications for PDSO/DSO personnel are summarized in the PDSO Checklist below:
### Principal/Designated School Official (P/DSO) Checklist

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A PDSO and DSO must be either a citizen or a lawful permanent resident of the United States. Acceptable forms of proof of citizenship are any one of the following documents:</td>
</tr>
<tr>
<td>1.a</td>
<td>Copy of U.S. passport (current or expired)</td>
</tr>
<tr>
<td>1.b</td>
<td>Copy of U.S. birth certificate</td>
</tr>
<tr>
<td>1.c</td>
<td>Copy of alien registration card</td>
</tr>
<tr>
<td>1.d</td>
<td>Copy of naturalization/citizenship certificate</td>
</tr>
<tr>
<td>2</td>
<td>If any of the submitted documents contains a name other than those listed on the Record of Designated School Officials (Form I-17A), SEVP requires a copy of the court order granting the name change (i.e., marriage or divorce certificate).</td>
</tr>
<tr>
<td>3</td>
<td>A driver's license or Social Security card is not acceptable. Submit a completed Form I-17, &quot;Petition for Approval of School for Attendance by Nonimmigrant Student,&quot; including supplements A and B. The Form I-17 including supplemental pages must be submitted with the PDSO, DSO, and head of school's signatures. The school must also include supporting documentation. By signing the Form I-17 the PDSO and the DSO are attesting they have read and understand the regulations relating to nonimmigrant students, namely 8 CFR 214.1, 8 CFR 214.2(f) and/or 8 CFR 214.2(m); the regulations relating to change of nonimmigrant classification for students, including 8 CFR 248; the regulations relating to school approval and withdrawal of school approval, specifically 8 CFR 214.3 and 8 CFR 214.4, and that they intend to comply with these regulations at all times.</td>
</tr>
<tr>
<td>4.a</td>
<td>For routine DSO update requests, the PDSO may sign in place of the president, owner, or head of a school.</td>
</tr>
<tr>
<td>4.b</td>
<td>Requests to change DSO(s) or the PDSO that are made during the recertification petition process require the president, owner, or head of school signature on the Form I-17.</td>
</tr>
<tr>
<td>4.c</td>
<td>For updates, including PDSO/DSO changes during the recertification process, submit an Update Pending Statement to the Recertification section (<a href="mailto:recert.sevis@dhs.gov">recert.sevis@dhs.gov</a>) or via fax at 877-268-5563.</td>
</tr>
<tr>
<td>4.d</td>
<td>PDSO updates require the signature of the president, owner or head of school.</td>
</tr>
<tr>
<td>5</td>
<td>SEVP strongly recommends that all newly appointed DSOs complete the free, web-based training at <a href="http://www.ice.gov/sevis/schools/new_schools/index.htm">http://www.ice.gov/sevis/schools/new_schools/index.htm</a></td>
</tr>
</tbody>
</table>

To accomplish this, the ISS Office utilizes the federally mandated Student and Exchange Visitor Tracking System, SEVIS, along with a variety of regulation manuals and reference documents provided by the USCIS and Department of State (see: J-1 SEVIS User Guide-Current: [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCAQFjAA&url=http%3A%2F%2Fexchanges.state.gov%2Fjexchanges%2Fsevis%2Fpdfs%2Fpsum-vol-1-610-for-web.pdf&ei=tStGUOqsNYG48QGC0IHQCQ&usg=AFQjCNGSQXhm4AMLduZfBMiO3]
ISS Advisors are professionally trained individuals who understand the needs of the diverse international population on the UNK Campus and provide knowledgeable and empathetic advice on their rights and responsibilities as international students or staff. Advisors help international students and staff understand the relationship between federal regulations and University policies and help resolve apparent conflicts with UNK rules which may occur, minimizing potential risks to both students and the University. Advisors take seriously their responsibility to ensure University compliance with immigration laws.

International Advisors are UNK staff, not employees of the United States Citizenship and Immigration Services (USCIS). Although they can exercise discretion in the interpretation of immigration regulations, they cannot and will not bend or ignore the law. Rather, they strive to provide consistent and unbiased support to all international students. The ISS staff is available by phone, email, or in person to assist students and staff with their questions and the ISS office is open year around, including during student breaks. The ISS office is closed on weekends and for major holidays that are observed by UNK (See Fall semester 2012 Calendar).

ISS staff work to ensure that the ISS website is accurate and updated with appropriate USCIS information and documents, inform students of services available for international students on campus, and serve on a variety of university committees as needed. The ISS staff also advises international students on employment opportunities such as Optional Practical Training (OPT), Curricular Practical Training (CPT), and Severe Economic Hardship Employment (SEH) and determines student eligibility for these programs. In order to carry out these duties, ISS staff members are required to be proficient in the use of the PeopleSoft, FSAatlas, and the SEVIS databases and to be familiar with federally mandated requirements that international students must comply with as a requirement of their visa status. Much of ISS's service to international students are codified in the International Student Handbook which is given to all international students before arrival (see Appendix 17c).

In order to more effectively support UNK's growing population of international students and to better comply with USCIS F-1 & J-1 regulations, OIE has upgraded the composition of its advising staff to include two F1 and J1 visa support specialists. These specialists are also responsible for facilitating UNK compliance with USCIS requirements for retiring of student records.

International student advisors perform a broad range of duties to meet the needs of the International Student programs, including, but not limited to, advising students on maintaining lawful status, granting immigration benefits, resolving immigration status violations and advising prospective students and their families about the student visa process. The ISS Office is an advocate for all international students and ensures that campus services are responsive to the needs of the international students in compliance.
with UNK criteria and US Immigration Regulations which govern F-1 & J-1 Student visa students/visitors (see Appendices 11: Current F-1 Immigration Documents; 12: Legal Responsibilities and Maintaining Status; and 13: General Obligations of J-1 Sponsors).

DSO’s and RO’s in the International Student Service Office are responsible for keeping abreast of changes in federal regulations and in the best practices of International Student Service organizations in order to convey correct information to students of all visa types attending UNK in a manner that is easily understood. Access to international service advisors must be made relatively easy so that students don’t feel inconvenienced by being required to come to the ISS Office on UNK’s West Campus to acquire information or documents that students need throughout the semester.

OIE typically employs 2-3 part-time international student workers to assist with front Reception Desk tasks in Welch Hall. An important part of their job is to constantly review and update student documents to reflect changes in student-related (see Appendix 14: On-line Forms and Procedures).

Due to the lack of an accurate, easily accessible history of international students at UNK, the international student workers in the ISS Office are actively engaged in a research project to document the enrollment history of international students at UNK since approximately 1987. Paper records on international students have been maintained and stored in Welch Hall over the years so much of their work is to transfer this information into a digital format so it can be analyzed longitudinally.

When completed, we hope that this data will assist OIE in formulating strategy and retention policies. In addition to aiding in future planning, making this data readily accessible is important for complying with the needs of both UNK and USCIS. Article 8 CFR § 214.3(g)(1) of the Federal Register requires that “The school must keep a record of having complied with the reporting requirements for at least three years after the student is no longer pursuing a full course of study. The school must maintain records on the student in accordance with paragraphs (g) (1) and (2) of this section if a school recommends reinstatement for a student who is out of status. The school must maintain records on the student for three years from the date of the denial if the reinstatement is denied.”

At the same time, ISS is maintaining statistics on the quantity and type of visitation and inquires at OIE to allow for periodic evaluation of services used and determining the adequacy of service staffing levels. (See Appendices 15: Terminated Student File Project; and 16: Student Visit Bar Graphs)

International Faculty and Visiting Scholar Support

OIE has dedicated a 40% of one full-time position to support the hiring and support of international faculty. This position focuses on H1B visa and permanent residence issues.

The H1B visa is a popular work visa in the United States, especially on university campuses. Many F visa students who hope to remain and work in the USA will complete
their degrees, begin OPT, and subsequently apply for a change of status to the H1B visa. Due to the fact that the H1B visa is a “dual intent” visa, (it can either be a non-immigrant or immigrant visa), some people who hold the H1B visa will later apply for a change of status to Legal Permanent Residency. In the past three years since International Student Services took over the processing of H1B visa applications from the Human Resources Department, UNK has processed six H1B visa holder extensions or new applications and two Permanent Residence applications.

U.S. Immigration regulations define a "specialty occupation" as requiring theoretical and practical application of a body of highly specialized knowledge in a field of human endeavor including but not limited to architecture, engineering, mathematics, physical sciences, social sciences, biotechnology, medicine and health, education, law, accounting, business specialties, theology, and the arts, and requiring the attainment of a bachelor's degree or its equivalent as a minimum. With the University of Nebraska's challenge to all campuses to increase the number of faculty from diverse backgrounds, H1B application services have become a critical element of UNK's support program.

The United States Citizenship and Immigration Services (USCIS) make the final decision on whether an individual qualifies for the H1B visa classification after a lengthy, often complicated petition process which is initiated by the relevant UNK academic department and processed with the guidance of an ISS specialist. H1B applications must be started at least six months prior to the beneficiary's employment start date to insure the Approval Notice is received prior to the start date. Internal processing at the ISS Office (before sending to USCIS) regarding an H-1B application takes at least three months due to the delays in processing Prevailing Wage Determinations. External processing (once the petition is sent to USCIS) requires three weeks to issue a receipt notice and approximately three to four months for an approval notice. Changes in employment, title and/or duties require secondary petitions with the same processing time limitations. H1B visa holders are eligible for a total maximum stay of only six years which includes time spent on an H1B visa with another employer. It may be possible to begin another six-year period as an H1B visa holder after the individual has spent at least one (1) year outside the United States.

To better support visiting scholars OIE has created a web-based policy and application process to insure that this population is properly supported at UNK. Currently, the population of visiting scholars at UNK is mainly Graduate Assistant positions in the Modern Languages program.

iv. International Student Scholarship Programs

A. OIE International Student Scholarship and Emergency Aid Program

- Each year, OIE administers a tuition reduction program for international students. To qualify for the scholarship, which is typically a partial tuition waiver ranging from $500-$1500 per semester; students must maintain a 2.8 GPA in their academic
studies and consideration is given to their contribution to extra-curricular activities on the campus.

- During the last four academic years there has been an average of 60 international students per year who have received the International Student Scholarship based on GPA and campus involvement.

- Students who can demonstrate extreme financial hardship can also apply for partial to full tuition waiver on a semester by semester basis. Examples of students who have been helped are those whose families have fallen victim to civil war, natural disasters and loss of family support due to death.

B. Tuition Remission Program for Selected International Partners and Enrollment Markets

- The UNK Chancellor and Cabinet have approved several tuition remission programs which, in effect, offer reductions from UNK’s 200% non-resident tuition rate. This discounted rate ranges from 25-50% off the non-resident rate, depending on the partner institution and country.

- Currently, only a small number of Japanese students from our long-term institutional partner in Japan receive the resident rate (50% off the non-resident rate). The large majority (90%+) of UNK international students who receive a tuition discount now pay at a 25% discount rate (150% of resident tuition).

- UNK has been obliged to move towards discounting its 200% non-resident tuition in order to maintain a competitive position in the international college enrollment market. Increasingly over the past 10 years, U.S. universities have been offering generous discounts off their non-resident rates, and several of UNK’s closest competitors have abandoned the non-resident rate all together, and instead offer the resident rate to international students. Competing institutions are also offering finder fees of $1,000-2,000 per student for recruiting agencies in China.

C. The **Rowe Fund** grants highly subsidized loans to qualified citizens from Latin America and Caribbean countries to help them finance their higher education or research at accredited institutions in the United States. These loans are made with the understanding that upon completion of their studies, loan recipients commit to repay the loan in full and return to their home countries to apply their knowledge and training as well as to continue fostering friendship and communication with the people of the Americas.

D. Financial Aid at UNK

- Due to the fact that international Students are ineligible for scholarships from federal programs, they may apply for the following funds from private donors.

  - **JOHN M. CRONIN RODEO** - Established in memory of John M. Cronin. This scholarship will be awarded to a UNK student who is a member of the Rodeo Club/Team and has a minimum 3.0 GPA. The
student need not compete to be granted the Scholarship. Among the criteria to be considered are past and future potential of academic achievement and professional accomplishments as well as the qualities of leadership, sportsmanship, and honor.

- **CHARTWELLS DINING SERVICE** - Established to provide financial assistance to a student employee of PFM. To be eligible, students must have completed twenty-four credit hours during the previous year, have a minimum 2.5 GPA, and have worked an average of 12 hours a week in Food Services the previous year. Selection criteria considered include past academic achievement, job performance with PFM/Chartwell's, and potential for future academic and professional accomplishments. Although financial need may be considered, it should not be the determinant factor.

**Other Funding Sources**

**The 1+2+1 Sino-American Dual Degree Program**

- A consortium program that began in 2001 and is organized by Chinese Education Association for International Exchange (CCIEE), and the American Association of State Colleges and Universities (AASCU). As of Fall Semester 2012 there are 16 Chinese students who are currently enrolled at UNK in the 1+2+1 program. Chinese students who are in this program begin their undergraduate studies in China, then complete their sophomore and junior years in the US and return to China for their senior year. Students receive a dual degree from both universities.

- Qualified students will obtain a U.S. visa to study in the U.S. without requirement of TOEFL score. Undergraduate students who participate in the 1+2+1 Program can receive diplomas and bachelor's degrees within four years from universities in China and in the United States and both degrees are recognized by the government of the countries.

- The 1+2+1 Program can save as much as 50 to 60% of the cost compared with traditional study-abroad programs in the U.S. It is a good way for Chinese families to invest in their children's education in the U.S. Experience has now shown that some international students must study at UNK for 2-4 years, depending on their major and English proficiency.

- Originally designed as a way to insure that Chinese students returned to China after studying in the U.S., an enrollment model with this goal no longer seems to be needed by China and enrollment is declining.
d. INTERNATIONAL MARKETING, RECRUITMENT, AND ALUMNI

a. Marketing and Recruitment

General Program Characteristics

Around 1975-1980, there were a small number of international students at Kearney State College (UNK’s predecessor institution), and they spent their time in the Foreign Language Department. Jerry Fox, Foreign Language Professor, was asked to take on International Education as a teaching overload, with a budget of $5,000. In the late 80s, President Nester made Jerry half-time Director of International Education, with no support staff and still with a budget of $5,000. In the mid 90s, Senior Vice Chancellor for Academic and Student Affairs Jim Roark made Jerry full time. It was still one person office. During all of this time, there was no concerted effort to market to or recruit international students. They simply found us.

An early success KSC did have with international enrollment was the Bahamas. KSC Alumnus Henry O’Brein was a Guidance Counselor in Freeport area and sent a lot of students to KSC in the 80s and 90s. Additionally, the State of Nebraska awarded money to each campus in the State College system for international recruitment. KSC used the money for thirty sixteen-hour tuition waivers a year. This was used primarily for Bahamian students.

A concerted effort to market began when KSC joined the University of Nebraska system in 1993. Central Administration wanted to start faculty and student exchanges with Brazil and asked Jerry to go there to start the process. This is when he created ELI. A Brazilian institution agreed to send approximately 20 students annually. Then, around 1997, a man representing a Japanese student recruitment agency called Jerry saying he was looking for Midwest universities to make an agreement with. He came to Kearney for a visit, and this was the start of the agreement with NCN that brought more than 60 new Japanese students each semester. This is when ELI really took off. [An advantage to having NCN here, in addition to the number of students they were sending, is that they pushed UNK to offer discounts to partner agencies and institutions. It was not long after NCN agreement started that we were able to start offering discounts to certain partners.]

Jerry realized that he needed to start advertising to keep the ELI program strong. He used promotional videos to start with. The first video told the story of a student arriving in Kearney on a bus. It had a western theme and was not well receive by the administration. The next video was more informational. He had to do his own fundraising in the community in order to have the money to create and mail the videos. He sent out hundreds to universities all over the world and would also distribute them at conferences.

In the early 2000s, UNK received a grant that allowed us to be a part of the Utrecht Network, approximately 30 universities from all over Europe. The grant allowed us to send faculty and students to Europe. This gave Jerry the opportunity to network with peers from those schools, which was another means by which he was able to get information on UNK into the hands of more institutions around the world.

Another marketing campaign Jerry did was to simply write to large numbers of schools asking for agreements. His means by which he recruited and attracted partner institutions and
students to UNK was by personal contact and face-to-face recruiting. Relationship marketing was essential.

In 2000, international enrollment was approximately 3.5% of the student population. This increased to 9.2% by 2008, accomplished primarily by:
- Increasing partner and recruitment agency agreements
- Focusing on student satisfaction efforts, particularly student-community engagement
- Increasing the capacity and quality of the English Language Institute
- The indirect effect of relative prosperity and growth in the world economy.

The global financial downturn impacted international enrollment in Fall 2009, when new recruitment fell by 50%, dragging overall international enrollment down to 8%. Attempts were made to mitigate the impact of the economic downturn that began in 2007 by applying tuition discounting and remissions to niche markets. This helped in Asia and Latin America, but not Japan.

To increase the percentage of international students, UNK has, beginning in 2009:
- Increased its recruiting agent agreements in Japan and its university and high school partnerships in China and Japan
- Translated its “UNK Advantage” recruitment brochure into top strategic recruitment languages: Japanese, Chinese, Spanish and Korean (Portuguese, Vietnamese, Turkish and Russian are in development)
- Worked with other NU campuses, through the NU Associate Vice President for International Affairs, on an initiative to educate Brazilian teachers.

Mission and Goals
- Increase enrollment of international students to 15% of student population by 2015.
- Increase opportunities for UNK faculty to work and collaborate abroad.
- Establish meaningful, results-driven collaboration with high schools and colleges around the world.
- Contribute to retention of international students’ student-community engagement opportunities.
- Engage international alumni and utilize these relationships to create UNK brand awareness in key markets.

Recruitment Initiatives

Our primary objective for recruitment is to increase our international student population to 15% of the total student population at UNK. As seen in the history of marketing and recruitment in the Office of International Education, specific recruitment strategies did not begin to develop until Kearney State College joined the University of Nebraska system. While Brazil was specifically targeted by the University, the approach to marketing was broad.

The current approach to marketing UNK to the world is a more focused approach. Considerations that are weighed as we determine our target market areas are:
- The number of students who study abroad from those market areas
• The academic performance of the students
• The economy and financial resources available to the students
• The academic interests of the students
• Government sponsorship (financial) of students to study in U.S.

Once we determine the countries we want to target, we focus in on specific cities rather than the entire country. We choose cities that are large metropolitan areas with a university that is similar in size and mission to UNK and a large number of high schools. For example, China is an excellent country for recruitment of international students due to the number of Chinese students who desire to study abroad and the academic excellence of those students. We have 4-5 cities in which we have established relationships with universities, high schools and education departments.

In an effort to better focus on meaningful relationships in specific targets, positions have been added, or better utilized, in order to have specialists in market areas.

• Dallas Kenny, OIE Director, focuses primarily on Chinese and Japanese markets.
• Guijie Zhang, Chinese Program Coordinator and Student Advisor, focuses on the Chinese market.
• Jaekeun Cho, Korean/Asian Recruitment and Support Specialist, focuses on Korean market and is expanding into Vietnam, Philippines and several other countries in Southeast Asia.
• Camila Parra, Latin America Recruitment Specialist, focuses on Latin America and other Spanish speaking markets.
• Bonnie Payne, International Outreach Coordinator, oversees the work of Camila and Jaekeun. Additionally, her focus is on printed marketing materials, web presence, print and web advertising, community engagement and alumni relations.

Advantages of UNK as a Destination for International Students
The location of UNK has a variety of advantages for international students. Kearney, Nebraska is a superior location to study abroad because the majority of people who live in this town are Americans. They are generous and kind to international students. Additionally, Kearney is a very safe community.

There are numerous activities such as the International Friendship Program, Conversation Tables and Partners, church groups, community events and volunteer opportunities, student organizations and intramural sports available for international students to participate in.

Another advantage is that mid-western people speak a dialect that is closest to Standard American English. This helps international students who have studied Standard English in other countries more rapidly grasp the language and culture after they arrive. Small class sizes allow international students to interact with more domestic students and professors and ask questions during or after the classes with much more flexibly.

Finally, UNK is more reasonably priced than most other universities. Though the cost of a year of tuition, room and board can still be challenging for many prospective students, it is certainly a better option for a large number of international students who would not be able to study abroad at a more expensive school.
Listed below are the means by which we establish relationships and recruit international students in key market areas. As indicated in the history above, face-to-face, relationship marketing was the best method for increasing our population of international students. Today, face-to-face contact is still the most successful way to recruit international students. Therefore, initiatives listed below all relate to and enhance our face-to-face contact with prospective students and their families, teachers, schools, agencies and deepen our relationships with them.

• English Teacher Abroad Program – a program by which we act as liaisons between people who want to teach English abroad and public schools in foreign countries who want to hire them. The value of this program from a recruitment standpoint is that it gives us another point of contact and name recognition amongst high schools students and teachers in our target market areas. More information will be shared on page 9 in the section entitled “China English Teacher Abroad Program”.

• University Partnerships

• Increase opportunities for UNK faculty to work and collaborate abroad.

• Agency Agreements – Recruitment Agencies are used in most countries around the world. They are especially useful in countries where English is not understood or spoken by the parents of prospective students. There is comfort for parents in using recruitment agencies, who generally not only help students choose a university that is a good fit for them, but help them through the entire application and enrollment process. Establishing significant partnerships with recruitment agencies in key countries provides qualified students we would not have access to otherwise if their parents do not want to navigate these processes on their own.

• High School and University visits – Face-to-face recruitment in countries like South Korea, Japan, China, Colombia, and Mexico result in recruiting better prepared students who fit with UNK’s international student profile and can be successful at our university.

• Study Abroad – In some of our Semester Abroad programs, participants go into public high schools to work with groups of students to help them with English Conversation skills while sharing American culture with them. This is yet another excellent opportunity for face-to-face contact with prospective students and their teacher, this time by some of our current UNK students.

Overview of Korean-Asian Recruitment
South Korean students have been a large market for English programs for more than a decade. College students need to get a high score on the English qualification test to get a good job. Therefore, they look for superior English programs in South Korea and English speaking countries to improve English abilities, and they spend large amounts of money to do so.

Noticing the educational trends and market value of Korea, Dallas Kenny, Director of International Education, worked with Charles J. Bicak, the Senior Vice Chancellor for Academic and Student Affairs (SVCASA), to create a Korea-Asian Recruitment Support Specialist position in May 2011. After a national search, Jaekeun Cho, who graduated with honors from UNK with a degree in Business Administration (emphasis in Marketing) in December of 2010, was offered and accepted this position.

**Initial Relationship Building**

The first initiative has been initial correspondence with recruitment agents, partners, and consulates. Additionally, as new Korean students begin to arrive, this position supports International Student Services staff by working with the students to help them accomplish their academic goals and adjust to their new environment.

The value of having recruitment staff from foreign countries is their keen understanding of the cultural differences between those countries and America, as well as the ability to analyze the current market trends of those countries. More than 300 students have been recruited from South Korea and several agreements established among South Korean universities (See list of South Korean partnership universities in Appendix 19). Recent connections have been made in Southeast Asia: Vietnam, Malaysia, Indonesia, the Philippines, Thailand, and others. In May 2012, the Korean-Asian Recruitment Specialist was able to travel to Vietnam for a week, meeting representatives of Vietnamese universities and Ministries of Education and Training.

**Faculty Programs**

Another initiative of the Korean-Asian Recruitment Specialist has been the development of a faculty-led program with Hanyang University (HU) located in Seoul, South Korea in 2011. More than 45 UNK students and 3 faculty members have participated thus far. The following UNK faculty members have participated in the HU summer program:

- Larry Carstenson, Accounting & Finance, Professor (Summer 2011)
- Anita Lorentzen, English, Lecturer (Summer 2012)
- Ross Taylor, Marketing & MIS, Association Professor (Summer 2012)

This program is valuable in that it supports UNK faculty desirous of engaging in international teaching and research opportunities. Furthermore, it enhances our ties with partner institutions overseas and provides global learning experiences for UNK students (See detailed information of this program in Appendix 20).
Korean-Asian Recruitment at UNK has seen significant progress this year, as it relates to recruitment and the development of partnerships with Korean universities. Not only are the numbers of Korean students at UNK increasing, but new relationships are emerging between UNK faculty and their counterparts at partner institutions in Korea that involve collaborative teaching. Currently we have visiting, exchange, and 1+3 programs with Korean institutions. Future goals are to create additional programs, such as a 1+4 program, 2+2 program, and 2+3 program between UNK and partner universities in South Korea and Southeast Asia.

**Strategic Plans for South Korean and Southeast Asian**

**Communicate closely with students and parents by using a customized blog**

The Korean-Asian Recruitment Specialist has created a customized blog: www.cyworld.com/I_Love_Nebraska. This maximizes his communication efficiency and effectiveness for several reasons. First, the blog is used to keep in communication with prospective students. Secondly, this can be the fastest response to questions received by students. Third, this blog is easy to find on the Internet, therefore large numbers of people visit it to find useful information about UNK and Nebraska. Finally, the blog is useful for consulting with students. Large numbers of South Korean people use blogs or clubs to find reliable information; then, if it seems credible, they will share this information with other students.

Valuable information is posted related to UNK and Nebraska on this blog. Sections include: JK’s stories, Kearney, Admission/Transfer, and Q&A. The first section, “JK’s Stories” includes Jaekeun’s personal stories. The value of this section for prospective students is they can see him as being a real person. Additionally, the personal stories help introduce the Nebraska culture and campus life to the students and they see the opportunities they too can have. The “Kearney” section has useful information about the community, such as restaurants, theaters, events, museums and volunteer opportunities, for example. The prospective students can know more about the city of Kearney before they arrive. The next section, “Admission/Transfer” includes academic information, visa information, scholarship information, annual catalog of UNK, tuition rates, dormitory information, transfer information, etc. The prospective students have no idea about the admission processes and transfer processes in the United States, so this section contains very useful information for all future students. The final section, “Q&A” is important for direct interaction with future students by responding to inquiries received in this section. It is the practice of the Office of International Education to make every effort to respond to inquiries received from prospective students within 24 hours to ensure customer satisfaction. This is also practiced with this blog.

This blog, which is frequently updated with new stories and information, has been live since January of 2011. Approximately 6,400 visitors have visited in order to learn about UNK and Nebraska. Statistically, there are more than 640 people visiting the blog monthly. This has been a great resource for personal and personable communication with a large number of prospective students.

**Emphasize opportunities for interaction with American and other international students**

UNK has fewer students from South Korea and Southeast Asia than many other U.S. institutions. Therefore, prospective South Korean and Southeast Asian students have more
opportunities to speak in English and meet more American and other international students on
Campus. Most South Korean and Southeast Asian students who want to study abroad in the United
States make a pledge before they come to the United States to only speak in English while
studying here. However, it could be difficult for them to keep this pledge if they live on the East
or West Coasts because both have large Korean and Southeast Asian populations. Therefore, an
emphasis is placed on the benefit of having a smaller Korean and Southeast Asian population in
Kearney and the campus when speaking with prospective students' parents and representatives of
South Korean and Southeast Asian universities and high schools.

**Emphasize advantages of learning Standard English**

Finally, another characteristic that is emphasized when meeting prospective students on
recruitment trips is that people in Nebraska speak Standard American English as opposed to the
East coast and Southern states where regional accents are heard and the West coast, which has
large populations of Asian immigrants and Spanish speakers. In addition, it is stressed that most
news anchors and announcers are originally from the Midwest because they do not have strong
regional accents. The benefit of this is that it can be much easier for graduating students to
communicate and be understood around the world because of their proficiency in Standard
American English. Generally, most South Koreans and Southeast Asians think that all states of the
United States use the same dialects, accents, and slang. However, each state of the United States
has its own unique style of English conversation. This kind of situation is pretty similar to South
Korea. For example, the cities of Seoul, Incheon, and Gyeonggi-do only use the standard Korean,
and the rest of the cities in Korea use specific dialects and accents. For that reason, someone who
wants to be a public speaker or news anchor prefers to live in Seoul, Incheon, and Gyeonggi-do
instead of the rest of the cities in Korea. The result is that many prospective students from South
Korean and Southeast Asian do take this into consideration when thinking about coming to UNK.

**Overview of Latin American Recruitment**

In August 2011, Camila Parra joined OIE as the Enrollment and Recruitment Specialist. In
this position she works under two units, Admissions and Immigration unit, led by Shirley Vetter
and Marketing and Recruitment unit, led by Bonnie Payne. Having a Latin American Recruitment
specialist with a background as an international student from Colombia enhances our ability to
interact better with possible new partners, as she is knowledgeable of the culture and the university
system. Most importantly, it enhances the connection with prospective students by sharing real
experiences as an ELI and undergraduate student at UNK. Although the first months in this
position were devoted to training for processing applications and special duties related with the
Admissions component of the job, during this time she began her work in the recruitment for Latin
American countries.

**Strengthen Existing Partnerships**

The initial focus in our strategy for Latin American recruitment is to improve current
partnerships with institutions and agencies UNK already has established. The first measure
implemented by the Latin American Recruitment Specialist was to become a liaison between UNK
and the Colombian National Police. This particular partnership has contributed in the
 diversification of our campus and programs, by sending its Police officers to the English Language
Institute and, in some cases, undergraduate studies in their particular area of expertise. Since this

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A partnership began in 2007, approximately 50 police officers have attended both the ELI and UNK classes. In May of 2012, a new chapter in this cooperation began with the visit of Major Jiovani Benavides, Assistant to the Director of the National Principality of Schools of the National Police, where a fresh direction to this partnership started by improving aspects of the program that would fit and accommodate the particular needs of this group. In addition, a scholarship for English studies will be provided to this group by OIE in terms of the number of officer that will come to our program. The most important outcome of this visit was that we were able to introduce the UNK campus to this partner institution, which creates a closer relationship between the university and the Colombian National Police.

In line with this initiative, a dialogue was initiated with the Colombian Navy to establish a similar partnership to the one with the National Police. This partnership was discussed in detail during a recruitment trip to Colombia in June of 2012, which will be described in detail.

**Establishment of New Partnerships**

Mexico, Colombia, and Brazil are the countries in Latin American from where the majority of international students come to study, according to the Open Doors Report of 2011, either for English training, undergraduate programs, or graduate school. The Office of International Education has set these three countries and Peru as target areas from where we can recruit students to come to UNK. For that reason, the Latin American Recruitment Specialist departed for Mexico in June of 2012. The itinerary included one week in Mexico City and 2.5 weeks in Bogota, Colombia. In these two cities she met with institutions and agencies to establish partnerships in order to share information about the value of studying at UNK and to increase the number of students we receive from these cities.

In Mexico, a partnership was established with Anauhac University, from which UNK will be receiving visiting students for undergraduate programs and English Language Institute. Additionally, connections were made with two high schools, Franco Ingles School and Tomas Alva Edison High School, including meetings with guidance counselors and providing information about the undergraduate program and the English Language Institute. A return visit is planned for later in 2012 to meet directly with students and give presentation about UNK. Lastly, a meeting at the EducationUSA center afforded the opportunity to meet with the student coordinator and leave brochures and general information for distribution in this center. Mexico will continue to be an attractive market because of its proximity to the United States and its strength as the second best economy in Latin America.

The trip to Colombia was also very productive, with opportunities to meet with agencies, schools, and students interested in coming to the University of Nebraska Kearney. UNK is an attractive institution to the Colombian market because of its relative low costs, compared to other universities in the United States, and the central location for language learning purposes.

A agencies are one of the resources Colombian students utilize to know more about studying in the United States. For that reason, part of this trip involved meeting with three Colombian student recruitment agencies: Aviatur Campus, Collegiate Sports of America (CSA), and Higher Education Consultant- Alexandra Tellez. With these agencies, the collaboration is based on their ability to find students that fit the profile of the UNK international student, as well as to connect
prospective international students with the International Admissions Officers for the ELI or undergraduate admissions.

The vast majority of Colombian colleges and universities have partnerships with different schools in the United States. The University of La Sabana and UNK have a partnership in both the ELI and Undergraduate programs. Effort is being made to strengthen this partnership through direct dialogues with the Director of International Programs at this University in order to find and establish new areas of cooperation resulting in more students from La Sabana present on our campus.

A new partnership was established with Unitec- University Corporation, where students from this institution will participate in both the English Language and Undergraduate programs. Unitec is also interested in faculty mobility that can be an initiative to implement, as it has been successful in countries like South Korea and China.

Contacts have been established with the Hijas de Cristo Rey High School (K-12) and San Luis High School (K-12). However, during this initial recruitment trip, high school visits were not possible due to summer vacation.

In order to communicate with some high school students, The Latin American Recruitment Specialist was able to make a presentation in the EducationUSA Center in Bogota where she spoke to around 10 students and their parents about the English Language Institute and the undergraduate programs offered at UNK. This was an hour long presentation that concluded with a question/answer session. In addition, promotional brochures and business cards were left in the center for any other students interested in attending UNK.

Finally, as noted above, the Latin American Recruitment Specialist met with the Director of Wellness of the National Navy, David Yunda. In this meeting, parameters were set related to this partnership, similar to the partnership with the Colombian National Police. This partnership will benefit Navy officers, their families, and dependents of Navy officers.

Brazil is the next country in which the Office of International Education is planning to establish new partnerships. One of the first measures has been to utilize the website 'EduFind Me' which is based in Brazil, by creating a University of Nebraska Kearney/ International Admissions profile. Around 20 messages have been received from interested students in the ELI particularly. More initiatives need to be developed for this promising market for UNK, including participating in the Science without Borders government sponsorship program, for example.

Overview of Chinese Recruitment

Guijie Zhang was initially hired to be an Advisor to Chinese students and coordinator of the 1+2+1 Dual Degree Program. Since that time, her role has expanded to include several other recruitment initiatives in the Chinese market. This is an overview of her responsibilities as they relate to Marketing and Recruitment in the Chinese market:
• Build relationships and assist with implementing UNK partner programs in China (including Semester Abroad and faculty development)
• Build UNK’s network of schools, resources and contacts in China.
• Keep current on the interworking of Chinese educational and governmental institutions, which has been a very valuable resource for UNK.
• Serve as a liaison between UNK and Chinese universities and high schools. In order to recruit more students, prepares and distributes informational and marketing materials each semester; coordinates special visits in China two times a year; speaks and presents information about UNK programs to higher education offices in China each year; develops and creates educational programs, as well as seeking involvement opportunities within Chinese universities and high schools so more Chinese students can come to UNK.
• Establish and maintain relationships/partnerships with colleges, universities and high schools in China.
• In Chinese culture, a great deal of importance and value is placed on “relationships.” Therefore, Ms. Zhang feels it is an important part of her responsibility to voluntarily work with contacts in China during the night (when it is daytime in China), spending many night hours on the phone, making arrangements for our UNK delegations to Chinese high schools, colleges and university visits, as well as the state and city level higher education visitation.

The 1+2+1 program at UNK
[Please see Appendix 21 for information on the development of 1+2+1 Dual Degree Programs between the United States and China.]

In 2005, the Office of International Education initiated an effort to recruit Chinese students by developing a 1+2+1 dual degree program. The program coordinator started the recruitment process by visiting and building relationships with Chinese universities. In 2006, we received the first group of six 1+2+1 students. In 2007 this increased to 14 students. As the relationship between our university and the China Center for International Educational Exchange (CCIEE) grew, so did the enrollment numbers. In 2008, the number of 1+2+1 students increased to 20. However in 2009, we began to see a decline in the enrollment in this dual degree program. There are two issues that have contributed to this decline. First, many of the students who enrolled in the 1+2+1 dual degree program did not have sufficient English proficiency in order to transition directly into undergraduate courses when they arrived at UNK. This meant that they needed to take a semester or perhaps a full year of intensive English at UNK before they could take their undergraduate courses. Now the program is a 1+3+1 for those students. Furthermore, when the College of Business and Technology received their AACSB accreditation, this became another obstacle for the dual degree program. Many Chinese students major in Business. However, due to the rigorous AACSB requirements, a majority of the classes they took, or would be taking at their Chinese institution could not be counted towards a degree at UNK, thus turning those students’ program into a 1+4+1. This caused obvious concern for students who were recruited on the basis of 1+2+1. While the number of participants in this program is smaller, the students who are here fully understand the length of time it may take to obtain the dual degree.

US Education Without Borders Program
[Please see Appendix 21 for a History of the US Education Without Borders Program.]
With the decline in numbers of Chinese students participating in the 1+2+1 dual degree program, the Chinese Program Coordinator built a new program in 2008, the US Education Without Borders Program. In 2009 we had 21 applicants, with 14 of them passing their visa interview. In 2010, having the full support of the new Director of International Education, the number of new student applicants through this program was 50. However, in 2011 the number of students enrolled at UNK through this program dropped to 34. The primary reason is due to our inability to pay our agent due to lack financial support. Other universities offered more remuneration to our agent, so we lost more than 20 students that year. This situation has not improved. US Education Without Borders is a viable way to recruit, but requires financial support.

**Future improvements for Chinese Recruitment**

We have the capability to implement new strategies to recruit Chinese students. The Chinese market, however, requires financial support from our university. This includes allowing us to offer resident tuition in some cases but most especially, the ability to pay commissions to reputable recruitment agents. We are losing students to many other universities that fund their recruitment programs. We have some non-program Chinese students from other agents. We continue to work with them and encourage them to help us spread the word about UNK.

**China English Teachers Abroad Program**

For several years, in an effort to strengthen relationships with key high schools in certain markets, UNK OIE would send UNK faculty to China or Latin America to teach summer English programs. In the Spring of 2011, this program was expanded. We advertised through the Nebraska Education Association, and also to UNK Teacher Education Alumni and current students finishing up their student teaching in order to find educators in Nebraska with an interest in teaching abroad. UNK Office of International Education acted as a liaison between these educators and Chinese high schools, assisting them with travel arrangements and obtaining visas, as well as training them on techniques in order to successfully teach English Conversation and American Culture in larger classroom settings. There were teachers who participated each semester in 2011. However, it proved to be too difficult to assure that contract details between the teachers and schools were honored, adequate housing was provided and the schools followed government regulations related to the registration of these foreign guests. Therefore, it was decided to suspend this program following the Fall 2011 semester, until we can have someone in China who will be vigilant in seeing to it that these details are handled correctly.

There is a similar program in South Korea. However, it is government sponsored and the teachers are there at their invitation, so it does work much more smoothly. We are taking advantage of this program in Korean markets.

**Advertising, Printed Marketing Materials and Web Presence**

Bonnie Payne joined the Office of International Education in September of 2009, less than half-time, to coordinate the International Friendship Program. Early in 2010, she was given additional responsibilities related to processing H visas, and her position became full time. In July of 2010, an International Student Advisor position was added to OIE, and part of the responsibility of that position was the H visas. Bonnie’s position was again reorganized and expanded, and she became the International Outreach Coordinator, with responsibilities related to:
• marketing and advertising planning
• web and print materials
• initial correspondence with agencies, institutions, consulates, prospective students
• alumni relations
• VIP visits
• International Friendship Program
• World Affairs Conference
• Global Newsletter

Printed Marketing Materials

One of the first initiatives with this new position was to update printed materials. For example, the Office of International Education (OIE) “UNK Advantage Brochures” include bullet points with relevant information related to campus achievements, community, academics, student life, campus quality and cost. However, this marketing piece contained outdated information. OIE staff worked together to update the bullet points, making them more concise and relevant. Furthermore, the photos did little to show the diverse student population we had at UNK. Students from Colombia, France, Japan, China, Korea, Turkey, the Bahamas and Saudi Arabia, in addition to domestic students were recruited to participate in photo shoots around campus and in nearby businesses to create a fresh new photo library for campus use.

We now have UNK Advantage brochures in English, Spanish, Korean, Chinese and Japanese languages. The print version of these brochures contain inserts listing Majors, Minors and Programs, and are used on recruitment trips and sent to certain agencies and EducationUSA locations around the world. PDF versions of these brochures can be found on the International Education web pages. UNK Advantage brochures in Portuguese, Turkish, Vietnamese and Russian are in development.

Another enhancement to the UNK Advantage brochure, being tested in the Japanese market, is an additional insert in Japanese that includes statements from several UNK Japanese students and alumni on why UNK is the best choice for Japanese students. This marketing piece is attractively designed (thanks to Advertising and Creative Services) and includes photos of the students engaged in campus life, that make those students “real” to the prospective students from Japan. If this marketing piece is well received, we will expand into the other languages.

Additionally, the English Language Institute brochure, to be used primarily on recruitment trips, has been updated and a new International Friendship Program brochure created, which is distributed at community presentations and events.

Video

Another new area of marketing that we have experimented with this year is video. In December of 2011, taped interviews were conducted with UNK Japanese students and alumni, in Japanese language, dealing with their experience at UNK and what makes this the ideal university for Japanese students. A UNK Journalism major from the Communications Department was hired to edit, and a DVD was created with menu choices on the various topics covered in the video. The entire video can be viewed, or you can choose topics and listen to 3 minute clips from the various students. This DVD has been well-received in Japan. During the spring of 2012, a similar video was created for the Chinese market. Finally, a promotional video has been created for the
International Friendship Program, to be used on the website and when making presentations on the program at community events/meetings.

Advertising

For the first time, OIE placed an advertisement in the large Japanese Higher Education Guidebook, called “America Ryugaku Guide 2012”. This book is distributed to public schools and college fairs all over the Japan. UNK Advertising and Creative Services designed an attractive full page advertisement, and Professor Satoshi Machida (Political Science) did the translation.

During the summer of 2011, OIE embarked on another form of advertising that had not been tried before, Facebook. An advertisement was created, in Spanish, and we “tested the waters” by running the ads for approximately 3 weeks in Mexico City, Lima, Bogota, and Sao Paulo, targeting 18-24 year-olds with an expressed interest in education or study abroad. The challenge with Facebook is being limited to 130 characters (including spaces) and making the brief statement compelling enough to drive people to our website. Please see results from that campaign, which show the value of Facebook advertising as being brand exposure and increasing traffic on our web pages, in Appendix 22.

Web

Regarding web presence, some new initiatives that have been taken this year include:

1. Hiring a technology specialist to update and clean up the OIE web pages, which were horribly outdated.
2. Creating a UNK profile on the website schoolsintheUSA.net
3. Getting registered to accept the Japanese English Placement Exam, Step-Eiken, and subsequently having a UNK profile on that website.

Contact Management

Responsibility for contact management is delegated to various positions. Initial communication with prospective partner agencies and institutions is the responsibility of the two Recruitment Specialists, China Program Coordinator and Director of OIE. Initial response to prospective student inquiries is the responsibility of the International Outreach Coordinator, with delegation of responses to Korean and Spanish speaking prospects going to those Recruitment Specialists for response in the students’ native language. When a students’ request for information specifically deals with detailed admissions or immigration issues, assistance is requested from our International Admissions team. It is the practice of the Office of International Education staff to reply to prospective students within 24 hours of receiving a request for information. Furthermore, each communication is personal, in that we do not send a generic “form” email, but we specifically greet the individual and send information specifically related to their request. We do this in an effort to become a real and caring individual in the eyes of our students, rather than a computer-generated auto-response.

Communication with UNK international alumni has been weak. The primary reason for this is that we are not capturing contact information for graduates as they depart Kearney. Furthermore, those graduates are not registering with the UNK Alumni Association. Therefore, we simply have few alumni we are able to communicate with. One of our marketing and recruitment goals is to engage international alumni and utilize these relationships to create UNK brand awareness in key markets. In the Future Direction section below, I will give an overview of measures we hope to
implement to improve this weakness and capitalize on this resource we have for improving our brand recognition around the world.

OIE was spending thousands of dollars annually on licensing fees for contact management software but not utilizing it to its fullest potential. We made the choice to drop that program and create new pages on our own website that would be attractive and informational for alumni and prospective students. Furthermore, we now use Constant Contact, a mass email newsletter service, which is something the previous, and much more costly, contact management software did not offer. Now, having databases of prospective students and some alumni, we are able to create simple, visually attractive email newsletters to send to these groups several times throughout the year.

Program Comparison and Analysis – Peer Institutions

![International Center Staff Graph](image_url)
Western Illinois University – Camila had a conversation with someone from their International Education Office who indicated that at this point they have a small staff and are severely underfunded and therefore they do not have specific international student recruitment initiatives. A majority of the international students they receive have learned about the institution through word-of-mouth. Most students are from Saudi Arabia and India. Jaekeun found a program review document online for this institution that indicated the following goals:

- Review internationalization efforts in consultation with AASCU, addressing recruitment, retention and campus climate
- Document strategies used by academic departments and administrative units to increase international student enrollment
- Augment the number of international agreements and students participating in these agreements.
- Continue participation in the IL Association for Cultural Diversity with other IL colleges and universities to further awareness and understanding of cultural diversity within and outside of the U.S.
- Support actions associated with the institutional commitment to internationalization of the curriculum.

University of Northern Colorado – According to a PDF Bonnie found on the UNC website, they do have a more strategic international recruitment plan. The recruitment plan, supported through centralized university resources, includes marketing academic programs to targeted Colorado, California and Washington community colleges, developing articulation agreements with appropriate institutions in CA and WA, semiannual visits to Washington D.C. embassies' education departments, annual overseas visit(s) to targeted countries, and the purchase of print and web based advertising. Management of their international student recruitment falls under the Center for International Education. They have a centralized system as we do, of recruitment, admissions, visa document preparation, and language support.

University of Wisconsin-Stevens Point – According to the Wisconsin State Journal article “University of Wisconsin System Schools Pay Agencies for International Students”, written April 10, 2012 by Deborah Ziff, University of Wisconsin – Stevens Point is among Wisconsin universities that pay recruitment agencies commissions for the recruitment of new international students. They have seen some success with this, receiving approximately 100 students, mostly for their ESL program. Commissions range from $250-$1,700 per student.

Future Recruitment Plans
Participation in national conferences, such as National Association for Foreign Student Advisers (NAFSA) and Asia-Pacific Association for International Education (APAIE), are essential to meet representatives of universities in Asia and our other target areas, whose primary interest is creating partnerships with U.S. institutions. According to NAFSA, “NAFSA’s Annual Conference & Expo attracts more than 7,000 attendees from 120 countries each year and is widely recognized as the world’s premier meeting, networking, and learning opportunity for international educators” (Rushdie, 2009). Moreover, APAIE (2010) stated “APAIE is known to have diverse participants. The number of percentages represented by regions genuinely supports the diversity. The percent of delegates from Oceana regions are 36%, Asia regions 31%, European Regions 21%, USA & Canada regions 11%, and other regions 1%.” It is in the best interest of UNK to participate in the above two valuable conferences every year in order to build relationships with our target markets in Asia, India, Latin America, the Middle East and more, in order to increase the opportunity to bring more students from prospective partnership universities.

Other continued, or new initiatives related to recruitment include:
- Continue to establish partnerships with reputable recruitment agencies
- Look for market areas that are “off the beaten path” in order to go where other U.S. institutions are not going. These should be large metropolitan areas with lots of high school students and a university we can partner with for potential faculty and student exchanges
• Continue to develop educational programs, such as dual degree programs to attract university students who will stay for a minimum of 3 years.
• Utilize current outstanding international students to establish a UNK presence on social media sites by posting blogs, tweets, pictures and videos that provide a snapshot of the day in the life of UNK international students.
• Utilize current outstanding international students on marketing committees to advise us on the best ways to implement a recruitment plan that will intrigue prospective students and their parents.
• Utilize online marketing companies to get our foot in the door with establishing social media sites that our students can assist in updating. These companies also assist with screening prospective students. Examples of such companies are Zinch for China, and LearnHub for India.
• Redesign Advantage brochure, keeping in mind the brochures are mainly for the benefit of parents, so the information on the brochure is to the point, and the order of the material is presented follows the order of the most important priorities of parents when making decisions about their child’s study in the U.S. The order would vary country by country as the parents’ priorities vary.
• Arrange as many recruitment trips as possible in our target market areas, establishing relationships with high schools and universities, making presentations at those institutions and at the EducationUSA centers and participating in as many reasonably priced education fairs as possible. We hear over and over that face-to-face marketing is still vitally important.
• Continue to try different forms of print and web-based advertising, such as education directories, study in the U.S. type of publications, Facebook, etc.

Major Goals for Improving Chinese Recruitment
Our goal is to continue to put a great deal of emphasis on recruiting more Chinese students to pursue four-year degrees at UNK. Our plan, going forward is to engage in a more multi-faceted approach to attracting students. Below are some initiatives, in addition to the initiatives listed above, we plan to utilize:
• Continue to work at establishing strong relationships with Chinese educational and governmental institutions has been a very valuable resource for UNK
• Utilize companies, such as Zinch, with offices in China, to get our foot in the door with establishing Chinese social media sites that our students can assist in updating. Zinch has over 300,000 Chinese students who have profiles with them. Zinch gives us the inside track on establishing a solid social media campaign. In addition, they assist with pre-screening prospective students to assure they meet our criteria, application requirements and such. They also offer the opportunity to video-interview prospective students if we so desire.
• Find ways to strengthen the English Teachers Abroad Program in order for UNK to have more oversight to assure that all laws and regulations are followed regarding immigration and registration in foreign countries, and that all items promised in contracts are indeed carried out.
• Redesign Chinese Advantage brochure so the information on the brochure is very factual and does not include much fluff. Make sure the brochures have pictures of happy Chinese students. Change the order the material is presented so as to follow the order of the most
important priorities of Chinese parents when making decisions about their child’s study in the U.S. Those priorities include, in this order:

- Availability and Quality of Majors
- Safety
- School and Program Rankings
- Cost
- Philosophy of Teaching

Commissions and Discounted Tuition

UNK is losing international students to other institutions around the country for two primary reasons. First, similar institutions around the country are willing to pay commissions to reputable recruitment agencies in countries where parents of prospective students rely heavily on these agencies to help their child complete the processes in order to be able to study abroad. We cannot compete with other schools if reputable recruitment agents are asked to donate their time recruiting on behalf of UNK.

Second, we lose the competition to recruit students to schools who are willing to offer discounts on tuition, or even charge international students in-state tuition. If it is indeed the goal of the institution to double the enrollment of international students, we need to be equipped to do so by being financially competitive with similar institutions. Revenue generated from international students paying discounted tuition is still better than in-state tuition, or no tuition.

We do acknowledge that our administration is starting to give us the ability to offer discounts to students from countries that are more economically challenged. However, the process of getting approval to offer discounts to certain partner institutions or agencies needs to be more clearly defined instead of going through a decision making process case-by-case.

Scholarships

It is essential to create an endowment fund with the University of Nebraska Foundation in order to be able to provide more scholarship opportunities for international students. International students are not eligible for financial aid or scholarships that are federally funded, so it is essential that we be able to have a larger scholarship fund that will attract more students. Additionally, it would be helpful to be able to award larger scholarships to recognize the efforts of outstanding international students.

A closer partnership with the UNK Alumni Association would be beneficial for fundraising for scholarships, and also to improve alumni relations and increase the number of referrals we receive.

Community Engagement

We are finding that more and more students, especially Asian students, want to be more engaged in community life, especially internships and volunteerism. While being able to provide quality internship opportunities, especially short term international students is challenging because many do not have the prerequisites necessary, we can provide volunteer opportunities in the community through such organizations as Habitat for Humanity, Head Start, YMCA, and others. A goal that we have is to establish closer relationships with these and other organizations and
agencies in order to provide more opportunities for international students to engage in community life.

**Web Presence**

In order to improve web presence, especially as it relates to Google searches, we plan to include more information on our website about our new International Student Recognition Ceremony, Awards, Scholarship Winners, etc. Prospective students can have a greater understanding about the opportunities available here.

Additionally, we would like to be able to utilize outstanding students to be a point of contact for prospective students, and to be a voice for UNK International Education through our OIE Facebook page, Twitter, and other relevant social media outlets in key countries. Perhaps they could use Daily Booth, Instagram and other photo social media outlets to have somewhat of a photo-journal of their experience here.

**Faculty Collaboration Opportunities**

Faculty collaboration opportunities abroad open the door for international student recruitment as our faculty members engage with educators and students in foreign countries and develop important relationships. We would like to do more to promote the opportunities there are for faculty to participate in collaborations or development trips in foreign countries. There are funding issues that would need to be addressed. However, in addition to funding concerns, many faculty members have no interest in going abroad. It is our hope to be able to utilize faculty who are passionate about and have participated in such opportunities to cultivate understanding and desire their peers.

**Alumni Engagement**

To improve alumni follow up and communication, we need graduating seniors to be willing to leave us their contact information and to register with the UNK Alumni Association. All graduating seniors have to come in to the ISS Office to complete some forms anyway, so a process improvement is that we will start having them fill out a form giving us home country contact information. The other obstacle that is more difficult to overcome is the lack of adequate personnel to put the necessary time in to solid alumni engagement. Use of email newsletter services, such as Constant Contact help, but we need to find additional ways to improve contact with international alumni. This will help us to receive more brand recognition around the world and word-of-mouth recommendations. It will also open the door to have alumni events in countries where we are traveling for recruitment trips.

One initiative that we have considered is to engage an influential individual student or former student from larger market areas to coordinate the collection of alumni information and assist in alumni engagement efforts through communication.

**Additional Funding Concerns**

Another area of concern as it relates to financial resources to properly and adequately reach out to international markets is the lack of understanding and support as it relates to the cultural necessity of hosting delegates from foreign institutions and agencies with banquets and gifts. We understand that we are bound by Nebraska governmental regulations. However, we have gone from being able to have banquets with key UNK personnel and these foreign delegates, to being
denied when we try to have a relatively inexpensive lunch meeting at a semi-fast restaurant, such as Pane Bello. We need a Foundation fund for this type of activity, that does not have to be funded by departmental and university staff, out-of-pocket.

As mentioned above, sending faculty abroad is a powerful form of recruitment, as we learn over and over in international conferences that face-to-face contact with teachers, students and parents is what attracts international students to study at a particular institution. We also need adequate funding to send our staff members abroad for recruitment opportunities, for the same reason.

Assessment Processes

We believe we can improve the recruitment and retention of international students by polling current students and international alumni to find out the strengths and weaknesses of UNK as a destination for study abroad.

Another goal related to assessment is to be able to poll each international applicant to find out how they heard about UNK. In doing research related to the online application process for this self-study, we have been presented an opportunity to add a question to the online application form with a drop down menu with several choices to describe how they learned about us. The process of self-study has already improved a process so we can gather better information in the future to improve on our marketing and advertising strategies.

Articulation Agreements

One challenge that we face when establishing partnerships with universities in foreign countries is the difficulty of creating adequate articulation agreements. A great deal of time and effort can be put into researching courses from other institutions to determine which ones would potentially be able to be transferred to UNK, only to be rejected by academic departments and the Registrar’s Office. We would like to have a clearer understanding and improved process for creating articulation agreements.

Recruitment Analysis

University of Nebraska President J. B. Milliken’s goal is to “double international student enrollment at the University of Nebraska to by our 150th anniversary in 2019” (Norris Lecture in Kearney, October 28, 2009).

UNK’s international student recruitment goal, as stated in the Enrollment Management Committee’s document SETTING NEW FIVE-YEAR STRATEGIC ENROLLMENT GOALS FOR THE UNIVERSITY OF NEBRASKA AT KEARNEY 2011 – 2016 (see Appendix 23), is:

3. Increase the number of international students overall by 7.2 percent each year.
   Net increase of 199 international students to 680
   Increase the number of first time, full time degree seeking international students from 69 to at least 74

Background:
In the Summer of 2001, an agreement was signed with NCN (National Collegiate Network) and 56 Japanese students were enrolled in ELI's newly-formed Summer program. That summer, ELI began administering the TOEFL (Test of English as a Foreign Language) and the ELI mission changed from a survival skills English program to an intensive language program aimed at transitioning students into UNK's academic courses and degree programs.

This sudden influx of Japanese students came at an opportune time, because the the September 11, 2001 terrorist attack in New York made it very difficult for students, especially from developing countries, to get visas to study in the US.

From Summer 2001 – Summer 2006 ELI averaged about 50 students for the Summer, Fall and Spring semesters. The April 2004 International Student Services Newsletter reports that UNK had 340 international students from 50 countries.

International student enrollment reached almost 7 percent in the Fall 2006 semester (437 students) that semester, with Japanese students accounting for 270 of those. This was more than double the percentage in the Fall of 1999 (217 students). Total enrollment for Fall 2006 was 6,468.

By Spring 2007, UNK had 23 students from China, our next-highest representation after Japan, primarily from the CCIEE/AASCU 1+2+1 Program (students study their first year in China, two years in the United States, and then their final year back in China).

A more recent study by the OIE found that UNK increased international enrollment from 3.5% in 2000 to 9.2% in 2008. This was accomplished primarily by:

- Increasing partner and recruitment agency agreements
- Focusing on student satisfaction efforts, particularly student-community engagement
- Increasing the capacity and quality of the English Language Institute
- The indirect effect of relative prosperity and growth in the world economy

The global financial downturn finally impacted international enrollment in Fall 2009, however, when new recruitment fell by 50%, dragging overall international enrollment down to 8%. Attempts were made to mitigate the impact of the economic downturn that began in 2007 by:

1. Applying tuition discounting and remissions to niche markets
   - This helped in Asia and Latin America, but not in Japan

To increase the percentage of international students, UNK, beginning in July 2009:

a. Increased the number of International Cooperation and Exchange Agreements which focus on expanding enrollment of:
   i. 4-year degree-seeking students
   ii. Dual degree transfer students based on pre-approved articulated course lists
   iii. Short-term ‘Study Abroad in the US’ students
   iv. Sponsored programs (Colombian government sponsored students)

b. Increased its recruiting agent agreements in Japan and its university and high school partnerships in China and Japan

c. Created a multi-lingual application contact page funnel.
d. Translated its ‘UNK Advantage’ recruitment brochure into top strategic recruitment languages: Japanese, Chinese, and Spanish (Portuguese and Korean are in development)

e. Increased its use of web-based international application contact management

f. Improved involvement of international alumni and partners (Nebraska Department of Economic Development) in recruitment initiatives. In Fall 2009, UNK held well-attended alumni meetings in the Japan and the Bahamas.

g. Worked with other NU campuses, through the NU Associate Vice President for International Affairs, on an initiative to educate Brazilian teachers.

To further improve student quality beginning in Fall 2010, UNK:

a. Increased the stringency of its English Language requirement

b. Attempted to partner more closely with high schools abroad to attract more qualified students

c. Laid the groundwork for improved international student success and satisfaction by:
   i. Initiating an intercultural sensitivity training program for Resident Life staff
   ii. Expanding the International Friendship Family program
   iii. Assisting international students who are suffering financial hardship

By 2009, it was already clear that some UNK’s direct competitors were using deep tuition discounting, such as offering in-state tuition rates, to attract more international students. This was often combined, particularly in the case of China, with the offering of commissions to local agents to procure students. Both of these practices have accelerated to the point where they are now commonplace. Because UNK offers neither of these incentives in China, though it does offer 25% off non-resident tuition (150% of resident tuition), recruitment of Chinese students began to fall steeply and by Fall 2011 we were recruiting only a fraction of Chinese students that we were able to attract in 2009.

UNK’s ‘mainstay’ international enrollment market, Japan, saw a similar decrease, but for different reasons. Japan had been experiencing both an economic recession and rapidly aging population, and the result was a significant fall in the number of Japanese students wanting to study abroad. The fall in the student-age population has caused the vacancy rate in Japan’s universities to surge, creating a situation where it is now much easier to enter Japanese universities that were once too difficult due to competitive admission standards. And it is generally much less expensive to study at home in Japan than in the US.

Two other historically large international student populations at UNK – Nepalese and Colombians - have also shrunk, but for different reasons. The decline in Nepalese enrollment began several years ago after the Maoist led revolution there made it more difficult for these students to get visas to enter the US. In the case of Colombia, a change in the leadership of the UNK’s main student provider in Colombia, the Colombian National Police, has led to a suspension in the sending of students and to a request that the agreement be renegotiated.

The fall in student recruitment in these four enrollment markets: China, Japan, Nepal, and Colombia, has fortunately been offset by a steep rise in new students from South Korea. A perhaps unfortunate result of this demographic shift, however, has been a significant drop in the number of
new degree-seeking students (who typically have come from China, Japan, and Nepal) in favor of increased short-term (one-two semester) study abroad students from South Korea.

Conclusion

The only practical way to reverse this non-degree enrollment trend in the near term is to (listed in order of effectiveness):

1. Begin offering recruitment fees for Chinese students to reputable Chinese recruitment agencies.
2. Offer in-state tuition in selected enrollment markets (this long-term commitment is much more costly than offering on-time recruitment fees, however)
3. Redouble efforts to establish 1+3 and similar articulation agreements in Japan, South Korea, and China
4. Pursue emerging markets in South and Southeast Asia

b. International Alumni

OIE maintained limited contact with its international Alums through it’s International Friendship programs, word of mouth, and occasional special events. Since 2009, OIE has utilized international students and alums for recruitment fairs in the Bahamas and Japan, and hosted a reception for Japanese alumni in Tokyo which was attended by 40 Japanese graduates of UNK.

OIE’s website includes pages for international alumni and student testimonials.

2. ACADEMIC AND ACADEMIC-RELATED PROGRAMS

a. STUDY ABROAD

See Study Abroad report under Section I.

b. INTERNATIONAL STUDIES

A major in International Studies, coupled with studies abroad, prepares students to live in an increasingly complex world that must be examined from multiple perspectives. After completing the B.A. in International Studies, students have a wide variety of opportunities. It is an interdisciplinary program built around a core of courses rooted in traditional areas of study such as international politics, comparative politics, and international economics. In addition to requiring a sound foundation, the program also permits students to tailor a substantial portion of their program, with the help of an adviser, to fit their own interests and career objectives. The program also requires the study of a foreign language and strongly encourages study abroad.

International Studies at UNK originated in the 1970s in the Modern Languages Department. It was originally directed by the Dean of the College of Fine Arts and Humanities until the FAH Dean delegated the responsibility to the Director of International Education. In 2008, Prof. Carol Lilly assumed the International Studies Directorship, and the International

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Studies program continued to be a formal part of OIE until 2011, when it reverted to formal administration by the Dean of FAH and Assistant to the Vice Chancellor for Academic and Student Affairs.

The Office of International Education has played, and continues to play, an important role in supporting International Studies. In addition to providing office space and funding for International Studies programs over the years, OIE has included the International Studies Director in key UNK international education initiatives such as UNK study abroad programs, UNK international goal setting, major grant applications, and the annual World Affairs Conference.

OIE has also supported trips to Bosnia for International Studies affiliated faculty and students, and administers an annual scholarship program for International Studies students. In addition to the major in International Studies, the program has also provided valuable courses for UNK’s semester programs in Czech Republic and elsewhere.

c. UNDERGRADUATE RESEARCH ABROAD

OIE applied for and received a University of Nebraska Foundation grant to facilitate and support students and faculty sponsors in pursuit of undergraduate research abroad in 2011. Student research projects in Bosnia, Ireland, and other countries were already underway in 2012, and others are planned for 2013.

d. VISITING SCHOLARS

Over the years, UNK has sponsored visiting scholars from various countries, including graduate students who have taught our Spanish, Chinese, and Japanese language programs. Until 2009, UNK provided a housing waiver for the Chinese and Japanese instructors. The Finance Office discontinued that practice in 2009, however, and since then OIE has been unable to obtain a native speaking instructor of Japanese language.

Since 2009, UNK has hosted a visiting researcher from China and from Italy.

Currently, the main weakness in our ability to attract visiting scholars is the lack of housing waivers. Recently, we lost the opportunity to have a native speaker of Japanese with professional JFL teaching experience teach UNK’s Japanese language class for this reason.

e. CURRICULUM DEVELOPMENT

In 2011, OIE applied for and received a University of Nebraska Foundation grant to facilitate and support curriculum development for a pre-Freshmen ‘World Leaders Camp’ and a first-year Spring Break Study Tour of Vancouver. Both of these programs were launched in 2012 and are slated to be held annually.
OIE also works closely with the UNK Deans Council, General Studies Council, and Registrar to create articulation agreements with partner institutions of higher learning abroad, whereby courses can be taken by students at those institutions for transfer into UNK degree programs.

UNK has historically had one active 1+2+1 dual degree agreement with a AASCU affiliated consortium of Chinese universities, and since 2009 has established degree-based curricular articulation agreements with partner colleges and universities in Japan and South Korea, and is working on developing a 2+2 dual degree program with a partner university (Hebei Normal University – HNU) in Shijiazhuang, China. OIE has also worked with the Director of the UNK College of Education Early Childhood Development program to develop a 1+3 degree program with HNU. So far, however, HNU has failed in securing the Chinese government funding that would have provided scholarships for HNU students to attend UNK.

OIE has worked with the Modern Languages and other department Chairs across campus to create UNK course sequences that can be offered in our two annual semester abroad programs in Peru and China. A preliminary study to establish a third semester program in Ireland is currently being conducted.

Pursuant to OIE’s objective of meeting the NU goal of internationalizing the curriculum, OIE is planning to conduct a curriculum survey in 2012 in order create a directory that identifies areas of international content in the UNK curriculum, as well as international skill sets among our faculty. It is hoped that this document can serve as a basis for future development of international aspects of the curriculum by identifying existing resources, as well as strengths and weaknesses in the international area.

In keeping with NU’s Plan for Global Engagement and OIE’s own global strategic plan, OIE is dedicated to leading and supporting the efforts to ‘globalize’ the UNK curriculum in ways that support UNK’s overall goals for its General Studies and degree programs.

OIE has worked with the faculty and Chairs of several UNK academic departments since 2009 to establish the curriculum for UNK study abroad programs in China, Peru, Spain, and Vancouver. The UNK General Studies Council (GSC) has established a required international component in the portal courses of the new General Studies program – OIE has been consulting with the GSC on how OIE can provide support for the faculty development of these international components.

OIE is also working on a faculty survey instrument to compile data on international course content across the curriculum, as well as measure the degree of international experience and subject expertise among faculty. We hope to administer this survey, in cooperation with the Center for Teaching Excellence in Fall 2012. One idea being discussed is to repeat the survey annually to provide an progress assessment on the institution of international content in the curriculum. Another goal is to acquire more ideas from faculty and administrators on possible ways to further incentivize curriculum development, such as tenure policies, course release time and funding sources.
f. RETENTION

In August 2010, OIE organized a major workshop on the theme of ‘integrating international students into campus life’. This program trained some 130 Community Advisors (student and staff floor advisors in the residence halls) and staff members who have the most contact with international students (including staff from academic advising, sports, OIE, and the Finance and Registrar’s Office). This two day program was led by Universal Consensus, and included an assessment component and plan for ongoing action.

To effectively address the obstacles to international student retention, however, we must identify and better understand the factors that both facilitate and undermine international student success. To achieve this understanding, OIE has partnered with the Center for Teaching Excellence to conduct a comprehensive survey of UNK students (international and domestic), faculty and staff.

It is hoped that the results of this survey will inform the development of a set of retention policies of particular benefit to international students and help guide the implementation of the following international student retention plan that OIE developed for the Enrollment Management Committee (EMC). This plan stresses the need to more carefully select students who can succeed at UNK and to broaden services that have been linked to international student satisfaction concerns (For the full text of this plan, see Appendix 24: ‘OIE Global Retention Plan - May 11, 2010’). This retention plan includes the following programmatic and evaluation components:

Increase international student satisfaction and social integration on campus and, thereby, academic success and retention, by improving or increasing:

1. The intercultural communication skills of UNK domestic students and staff
2. New student orientation
3. Student problem resolution – drop-out prevention
4. The First Year Experience
5. Academic and Social programming
6. The UNK campus community’s understanding and acceptance of international cultures and customs
7. International students at UNK
8. UNK faculty and staff who have travelled abroad for professional development
9. UNK students who are taking international-related courses of study

Boost academic success and retention by increasing international student satisfaction and social integration on campus

10. Recruit more suitable international students by increasing the number of incoming students who are familiar with various aspects of UNK before enrollment.
11. Expanding tuition remission and scholarship programs for needy and deserving international students

Increase enrollment and retention of quality domestic students by:
12. Developing competitive magnet programs, or global ‘programs of distinction, such as UNK-based Semester Abroad, International Studies, strategic foreign language programs, and unique opportunities for global service and undergraduate research opportunities – that distinguish UNK from competitors in its enrollment market.

**g. INTERNATIONAL FACULTY DEVELOPMENT PROGRAM**

Our international faculty development program currently consists of an annual 2-week study tour of China and the opportunity to lead the UNK and NSA semester abroad programs, as well as shorter term study abroad programs. Some assistance is also available for faculty travel to international conferences. Both faculty and students benefit from participating in UNK’s annual World Affairs Conference.

OIE has managed a 2-week Faculty development trip China for over ___ years. This trip has been funded primarily by the Office of the Senior Vice Chancellor for Academic and Student Affairs with some additional support from OIE and the Deans of the UNK colleges.

This program was temporarily suspended in 2012, when OIE turned its attention to developing a second faculty-led semester abroad program, which was successfully held in Lima Peru in Spring 2012. It is hoped that this will lay the groundwork for a continuation of the summer Faculty Development Program in Peru in summer 2013.

In addition to the aforementioned faculty development trip abroad, OIE, in partnership with the Center for Teaching Excellence, will begin a series of intercultural competence workshops for faculty beginning in September 2011. This initiative is based on demand from faculty to deal with problems of communication between international students and their instructors and advisors.

Through its faculty-led semester abroad programs, OIE also offers the opportunity for UNK faculty to serve as study abroad directors for groups of UNK students studying abroad in China, Peru, and the Czech Republic. This allows faculty members to live, work, and learn in another culture for a full semester.

Through the establishment of academic cooperation agreements and faculty travel fund, OIE has also made it possible for UNK faculty to teach and do research in South Korea, Brazil, Thailand, the Czech Republic, and China – in fields such as Business, History, Education, and Biology. UNK now sends around 30 students and 5 faculty each summer to a program hosted by one of our South Korean university partners.

**h. STUDENT AND FACULTY INTERNATIONAL GRANT SUPPORT**

OIE provides very limited support for faculty members seeking grant support for international teaching and research. This typically consists of the OIE Director forwarding Fulbright application information to the Announce list, and occasionally meeting with them to discuss their plans.
For students seeking support for international study, the Study Abroad Office maintains a list of financial aid and grant sources on its website. The Study Abroad coordinator will meet with students to discuss their options, but the application process has historically been the responsibility of the student.

In April 2012, the Office of the Associate Provost for Global Engagement (at NU’s central administration office) arranged for IIE representatives to visit UNK to talk to students about how to apply for Boren, Gilman, and Fulbright scholarships (see Appendix 25 ‘IIE Presentation on how UNK Students can apply for Boren, Gilman and Fulbright Scholarships’). An IIE representative also spoke to interested faculty about how to advise students to apply for such scholarships. Although well advertised, only about 15 students and staff turned out for this event.

We do not have adequate staffing, however, to maintain current information on such opportunities on the OIE web site and to provide more than very nominal application assistance to students and faculty.

i. INTERNATIONAL AGREEMENTS AND PARTNERSHIPS

UNK’s agreements with international academic institutions are a fundamental prerequisite for its ability to participate effectively global research collaborations for students and faculty, student and faculty exchanges, and the hosting of visiting students and scholars.

1. Number of active agreements
   Total – 75
   By country –
   Korea – 28
   Lithuania – 1
   France – 1
   China – 19
   Colombia – 5
   Japan – 13
   England – 1
   Ukraine 1
   Mexico – 1
   Germany – 3
   Nepal – 1
   Chile – 1
   By year –
   1989 – 1
   1998 – 1
   2001 – 1
   2002 – 1
   2005 – 1
   2007 – 1
   2008 – 1
   2009 – 14
“Visiting Student” agreements – 17

Visiting Scholars – Usually 1 or 2, typically graduate students teaching foreign languages

Memos of Understanding – 13

Exchange & Visiting Agreement Partners from which UNK has received students over the past 3 years:

Japan: 3 universities, 1 junior college, 1 agency
- Saitama U.
- Human International University & College Consortium
- Sapporo U.
- Takushoku University
- NCN – National Collegiate Network

China: 2 universities, 2 consortia, and 1 agency
- Shandong U.
- Heibi Normal U.
- 1+2+1 – Sino-American 1+2+1 Dual Degree Program
- USEWB - US Education Without Borders
- MIEC- Markham International Education Center

Students from 5 partner high schools in China over the past three years: 32

Korea: 17 universities, 1 agency
- Sangmyung U.
- Kwangwoon U.
- Hangyang U.
- Kumoh Institute of Technology
- Kyung Hee
- Chung-Ang
- Inha U.
- Mokpo U.
- Dongguk U.
- Hankuk U.
- Jeju U.
- Korea Aerospace
- Soongsil U.
- Sejong U.
- Kyungwon U.
- Kyungsung U.
Europe: 3 universities, 1 consortium
   Rostock U.
   Reutlingen U.
   Roosevelt U.
   MAUI – Mid-America Universities International

Latin America

   Colombian National Police

Other

   Bahamian Alumni Association
   IREX – International Research & Exchange

Students who have come from non-partner schools in the last three years: 192

j. ANNUAL WORLD AFFAIRS CONFERENCE

James E. Smith Midwest Conference on World Affairs
Since 1964, Kearney State College, now the University of Nebraska at Kearney, has sponsored an international conference to discuss issues of global importance. In 1988 the name of the conference was changed to honor Professor James E. Smith.

Over the years the conference has taken on several different formats, such as two full days, one day, single-speaker events, spring, fall, and so on, to find the best fit for faculty and student participation. In recent years, the event has been held a week or two prior to Spring Break. However, it was not getting the attendance we would like to see. Following the Spring 2011 conference, the Executive Planning Committee met with the Senior Vice Chancellor for Academic and Student Affairs, as well as the Academic Deans, to discuss declining attendance and potential solutions to improve those numbers. It was decided to try holding the event early in the fall semester, before so many other activities and events are on the schedule. Therefore, as part of the transition to a fall event, we held a single-speaker event in November of 2011 and scheduled the 2012 conference for September 25-26, 2012. While this has made it logistically more challenging to coordinate, we are hoping this change will have a positive impact on numbers.

Mission: To sustain and enhance the global awareness of UNK (and other) students and the region through annual on-campus conferences featuring speakers/panelists with international expertise.

Objectives:
1. To stress the interdependence of nations as this relates to an annual conference theme.
2. To introduce and discuss important contemporary global issues to session audiences.
3. To expose conference participants and audiences to a variety of viewpoints from other countries.
4. To provide students and faculty the opportunity to interact with conference guests.
5. To inspire attendees to maintain a lifelong interest in international affairs.

The annual conference are typically two-day events and are created, organized and implemented through a committee composed of faculty, students and community members. Bonnie Payne is the Chair of the James E. Smith Midwest Conference on World Affairs Executive Planning Council and does a majority of the behind-the-scenes coordination of the conference.

3. OTHER PROGRAMS

a. CAMPUS AND COMMUNITY GLOBALIZATION

In order to enhance the global academic ethos of the campus community, UNK has striven to institutionalize the appreciation and celebration of the world’s rich diversity of cultures and the attendant array of social, political, and academic viewpoints. In addition to International Studies, faculty development, curriculum development, and study abroad – not to mention the globalizing impact of international students on campus life – campus globalization and community outreach has involved continuing support of three longstanding annual programs:

1. World Affairs Conference
2. International Food Festival
3. International Friendship Program

as well as several newly established programs that we hope to institutionalize as annual traditions: the World Leaders Camp, Undergraduate Research Abroad, NSE (New Student Enrollment) Semester Abroad Advising, First Semester Information Seminars and Writing Contest, Freshmen Spring Break Trip to Vancouver, and intercultural competency workshops for faculty, staff, and incoming Freshmen.

Future goals include the establishment of a global residential learning community on campus and a coordinating committee to build on the success of the 2010 campus-wide workshop on how to integrate international students into campus life.

International Studies and Curriculum
UNK has a small but vital International Studies program. It is hoped that the increase in Semester Abroad and international students will influence more students to enroll in this minor and its associated courses.

We have academic programs that include Spanish, French, German, Chinese, and Japanese language and culture instruction. We hope that these programs will grow as study abroad opportunities increase.

Building Aspiration for Study Abroad
In order to increase student participation in study abroad generally and UNK’s semester
abroad programs in particular, OIE has initiated a series of programs aimed at increasing interest in study abroad among students. These programs run before and during the first year and are aimed at both inspiring international study and arranging 4-year course plans that include semester abroad in the Junior year.

Pre-first Year – World Leaders Camp
The World Leaders Camp is offered to incoming Freshmen as a one-week program in the summer prior to Fall enrollment at UNK. The camp is held on the UNK campus. Approximately 20 students are admitted based on an application that demonstrates an exceptional interest in, or commitment to, international studies, study abroad, or an international issue or topic. In addition to inspiring students to study abroad, a secondary goal is to form a cohort of interested Freshmen who can assume leadership of global initiatives on campus over a several year period, serving as a catalyst that inspires others to pursue paths of global engagement.

The first World Leader Camp was held in July 2012. It is supported by a NU grant that will allow it to continue through 2014.

NSE (New Student Enrollment) Study Abroad Advising
Beginning in 2010, the Study Abroad Office began to work more closely with Academic Advisors to help incoming Freshmen organize their course schedule to include a semester abroad in the Junior year. By summer 2011, the Study Abroad Office began to consult with the academic advising planning committee to explain UNK’s semester abroad program, which students can take at the same cost as staying on campus at no additional expense and, with proper planning, without delaying graduation. A more professional flyer has also been produced for NSE academic advisors and the Office of Academic Advising to distribute to students during on-campus registration.

First Semester Information Seminars and Writing Contest
The Study Abroad Coordinator has created a scalable 10-30 minute presentation on study abroad. This interactive program is presented to some 30 freshmen classes each Fall semester by the Coordinator and by students ‘veterans’ of semester abroad. The longer version can be used by General Studies instructors to augment the international segment of their portal courses, or similarly by instructors in the First Year Program. First semester students are also encouraged to participate in a writing contest entitled: ‘Where I Would Like to Study Abroad in my Junior Year and Why’. The 10 winners participate in a Spring Break study tour of Vancouver the following semester.

Freshmen Spring Break Trip to Vancouver
In order to build aspiration among students to study abroad, particularly in Asia, OIE has designed an annual Freshman study tour to Vancouver during Spring Break. The winners of a writing contest on study abroad participate in a program that explores the Asian and Asian-American communities of Vancouver, Canada. The goal is for these students to play an inspirational role among their peers in the promotion of study abroad and contribute to strengthening UNK’s global academic
ethos.

Intercultural Competency Initiatives

a. Incoming Freshman

In order to better integrate international students into campus life and to enable domestic students to better benefit from the life experiences and knowledge of international students on campus, OIE facilitated an intercultural communication workshop for some 80 resident hall advisors (Community Advisors - CAs) in August 2010 (see ‘Intercultural Competence Program for Incoming Freshman – Summer 2010’, Appendix 26).

An important outcome was the creation of an interactive instructional module that could be used by CAs to provide intercultural communication skills to all incoming freshman in succeeding years. This module was not utilized in NSE in 2011 and 2012, but we hope to see it continued and improved up – as an ongoing component of global education at UNK – in 2013.

b. Faculty

In response to a suggestion from a faculty development coordinator in the College of Business and Technology and subsequent discussion in the Deans Council, OIE has planned Intercultural Communication Workshop has been planned in cooperation with the UNK Center for Teaching Excellence for September 2012, with the possibility of the full ‘workshop day’ planned for a larger number of faculty in Spring 2013.

i. International Friendship Program

The International Friendship Program connects international students to individuals or families in the Kearney area for the purpose of cultural sharing, English conversation and enjoying campus and community activities. Students have the opportunity to enjoy a Kearney “family”, to participate in American culture and family life, and to experience American holiday traditions, all while improving their English conversation skills. Students who participate in this program report that it is valuable in helping them improve their English language skills, is one of their most cherished experiences while in the U.S. and that it is a tremendous help in dealing with culture shock and feelings of being homesick. Thus, this program contributes to the retention of international students and has caused short term exchange students to extend their stay in order to participate.

The program was started in the 1980s by former UNK Professor John Brawand, Department of Music. It has undergone several leadership changes since that time. In 2009, OIE developed a half-time position for the sole purpose of coordinating this program, which had dwindled in numbers. The numbers have improved each year since this time. In 2009, approximately 25% of
international students had host families. In the 2010 Academic Year, this increased to 30%. In the 2011 Academic Year, nearly 41% of international students had host families through this program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applications Received</th>
<th>Ap. Process Complete, Family Assigned</th>
<th>Number of Families Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td></td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td></td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td></td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>80</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>2009-10</td>
<td>88</td>
<td>76</td>
<td>54</td>
</tr>
<tr>
<td>2010F</td>
<td>92</td>
<td>93</td>
<td>57</td>
</tr>
<tr>
<td>2011S</td>
<td>58</td>
<td>56</td>
<td>38</td>
</tr>
<tr>
<td>2011U and F</td>
<td>71</td>
<td>70</td>
<td>49</td>
</tr>
<tr>
<td>2012S</td>
<td>103</td>
<td>72</td>
<td>42</td>
</tr>
</tbody>
</table>

This program does have a challenge that is difficult to overcome. As the program has gained popularity amongst new and returning international students, it has become increasingly difficult to recruit a sufficient number of individuals and families in the Kearney area for all the students who want to participate. The following methods are used to make a plea for participation in the program:

- Speaking to community organizations and clubs
- Articles in Kearney newspaper
- Appearances on local television and radio programs
- Booths at UNK international cultural events
- Periodically announcing on Facebook and UNK Announce emails
- Asking current host families to recruit a friend to participate.

The biggest obstacle for people is their fear of the unknown, i.e. fear that the student will have to live with them, that the commitment will be too great and take too much time, and fear that the times together will be awkward due to cultural differences. Two “campaigns” that have been tried in order to help people overcome these fears are:

- Newspaper article from the perspective of the family rather than the student, allowing people to see how simple, but rewarding participation can be.
- Hired a student from the Communications Department to produce a video, featuring international students and their host families, that shares the experience from the perspective of both.

ii. Annual World Affairs Conference

The James E. Smith Midwest Conference on World Affairs plays a significant role on campus in enhancing student/faculty/community awareness of international issues. This institution has sponsored this annual conference since 1964. Each year, a specific theme is selected and experts in the area of the conference topic are invited to discuss these issues of global importance. The mission of the James E. Smith Midwest Conference on
World Affairs is to sustain and enhance the global awareness of UNK students and all people in the region, stressing the importance of interdependence of nations and an understanding of viewpoints from other countries. Approximately 400-600 people attend the annual two-day conference.

iii. Student Organization Events

a. Cultural Festivals

The largest student groups, particularly, the ISA and Japanese and Chinese organizations, organize several major cultural events every year, each of which attract up to several hundred students, staff, and community members. Smaller celebrations are organized by the African, Nepalese and Korean students.

b. Annual International Food Festival (see: 'ISA & the International Food Festival, Appendix 27)

The Scott Morris International Food Festival. The UNK International Student Association organizes this annual event with sponsorship by Scott Morris of Morris Press. Many UNK international students help ISA organize, prepare food for, and administrate the Food Festival.

History

The International Food and Cultural Festival has been entertaining and feeding UNK students and Kearney residents since 1976. It is held every year on the first Sunday of March at Health and Sports Center (Arena). The festival draws crowds young and old to watch the many events and to enjoy the different dishes from around the world. Every year total number of countries participating at International Food and Cultural Festival is increasing. The table below shows the total number of countries that were involved in the festival since 2005, as well as the number of attendees and cookbooks produced and distributed for the event.

<table>
<thead>
<tr>
<th>Years</th>
<th>Number of Countries</th>
<th>Total Number of participants</th>
<th>Number of Cookbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>19</td>
<td></td>
<td>1000</td>
</tr>
<tr>
<td>2006</td>
<td>18</td>
<td></td>
<td>1000</td>
</tr>
<tr>
<td>2007</td>
<td>19</td>
<td></td>
<td>1000</td>
</tr>
<tr>
<td>2008</td>
<td>18</td>
<td>&lt;2300</td>
<td>1000</td>
</tr>
<tr>
<td>2009</td>
<td>15</td>
<td>&lt;2700</td>
<td>1500</td>
</tr>
<tr>
<td>2010</td>
<td>11</td>
<td>&lt;2700</td>
<td>1500</td>
</tr>
<tr>
<td>2011</td>
<td>16</td>
<td>&lt;2950</td>
<td>1500</td>
</tr>
<tr>
<td>2012</td>
<td>13</td>
<td>&lt;3200</td>
<td>1500</td>
</tr>
</tbody>
</table>

Table: 1

As per the data above we can see that the numbers of countries involved in the festival are fluctuate every year, this is because of total number of students from every country. If there are many students from the same continent than those
countries will make the food from just two or three countries such as, in 2012 there were many students from different parts of Africa, so they made the food from two countries reflecting the whole Africa.

Since 1976 food festival has been organized by International Student Association. In the beginning years it was new to all and also there were few numbers of international students, so the event was small too. According to the alumni of UNK International Food and Cultural Festival used to be held at a small room at Case hall and the foods were made for 100 people. But now as the number of international students is increased to more than 500 the total number of participation is also increased to more than 3200.

During the festival foods from around the world are served and international students, many dressed in their traditional attire, entertain attendees with their native songs and dances. Students from 24 different countries prepare ethnic foods to be sampled during the evening on 20 different tables. There are foods from Africa (Kenya and Zimbabwe), Malawi, Bangladesh, Brazil, Colombia, Eastern Europe (Belarus, Slovakia and Ukraine), Germany, Guatemala, HSA (Latin America), India, Japan, Kosovo, Mexico, Middle East (Saudi Arabia, Tunisia, and Israel), Nepal, South Korea, Thailand, Turkey and the USA. Performers include vocalists from Colombia and Japan; dancers from Brazil, Colombia, India, Japan, Latin America and Nepal; and a demonstration of ken-do by Japanese students. The food festival is free and open to the public: funding for the food festival is provided by Morris Press and UNK UPFF funds.

It is held in conjunction with the James E. Smith Midwest Conference on World Affairs.

iv. International Day/Study Abroad Fair

Each November, the Office International Education, Office of Study Abroad and International Studies Program sponsor an event on campus which draws attention to the broad variety of internationally-related organizations both on campus and within the Kearney community. The goal of the fair is to share with UNK Students, Staff, and Faculty the multitude of international-related opportunities, academic issues, and organizations available to them in an effort to broaden awareness surrounding globalization and highlight the myriad ways in which one can become globally engaged. Overall, the Fair helps raise student awareness of international education, study abroad and all the ways that internationalization of the curriculum takes place on UNK campus and helps create global citizens.

b. ADVISING OF INTERNATIONAL STUDENT ORGANIZATIONS

OIE staff serve as advisors for several student organizations each year:

a. The International Student Association (ISA) is the umbrella organization for all other international students groups and for student nationalities whose numbers are too small to form their own separate organizations. It brings together
domestic and the international students and provides support for those students who are far away from home while offering opportunities to learn and understand different cultures. It creates mutual understanding and friendship among all UNK students, encourages international students to participate in different social and cultural programs, and helps new international students understand the various types of services and facilities available on campus and in the community. Joining ISA is the best opportunity to get to know more people from around the world and to share your culture with others. One special evening every semester, ISA holds an international festival. The show features musical performances from different countries, fashion shows, dances and cultural activities, in addition to foods from around the world. It also organizes UNK’s annual International Food Festival.

b. The Japan Student Association in Kearney (JAK), which represents one of the two largest student nationalities on campus.

c. Nepalese Student Association (NESAK), one of the first student organizations formed at UNK.

d. Korean Student Organization at Kearney, which represents the fastest growing international student population at UNK.
SECTION II: PERFORMANCE MEASURES

A. PROGRAM ASSESSMENTS

1. EXPANSION OF QUALITY STUDY ABROAD OPPORTUNITIES

OIE has achieved its goal of establishing UNK faculty-led semester abroad programs at partner universities in China and Peru and is currently researching the feasibility of establishing an Ireland semester program in 2013. Our first Vancouver ‘study abroad ignition’ program for Freshmen was held during Spring Break of 2012 and a new Summer program in Spain in Summer 2012.

In addition to the Vancouver program, UNK was able to secure major grants from the NU Foundation to launch an International Undergraduate Research program and World Leaders Camp for incoming freshmen. UNK students began participating in the research and summer camp programs in Summer 2012.

Our goal is to establish an additional faculty-led semester abroad program each year, as long as such expansion is supported by the University. (See SECTION I for more information on the rate of study abroad participation at UNK). It is hoped that our Vancouver and other ‘study abroad ignition’ programs, such as the World Leaders Camp, Freshman study abroad writing contest, and increased promotion of study abroad during NSE (New Student Enrollment) activities will result in higher study abroad enrollments at UNK.

2. INTERNATIONAL STUDENT ENROLLMENT

a. GROWTH

University of Nebraska President J. B. Milliken’s goal to “double international student enrollment at the University of Nebraska to by our 150th anniversary in 2019” (Norris Lecture in Kearney, October 28, 2009), is reflected in the most recent version of UNK’s enrollment goals document (see ‘SETTING NEW FIVE-YEAR STRATEGIC ENROLLMENT GOALS FOR THE UNIVERSITY OF NEBRASKA AT KEARNEY 2011 – 2016’, Appendix 23).

The international enrollment goal is listed as number three, after domestic and domestic non-resident goals, as follows:

3. Increase the number of international students overall by 7.2 percent each year.
   Net increase of 199 international students to 680
   Increase the number of first time, full time degree seeking international students from 69 to at least 74

OIE’s method of evaluating success towards meeting this goal is to determine whether international student enrollment, both in the degree and non-degree seeking categories is increasing each year at a pace that will result reaching the EMC’s and NU’s stated goals. We do this by tabulating the number of applications received, admissions completed, and actual students arrivals at the UNK campus. This tabulation process results in a table that is issued each semester.
with a count of both ‘new students’ and ‘total international students on campus’. These figures are based on an actual head count of student enrolled in the SEVIS system as being registered and on-campus.

We also provide a breakdown of new students enrolling each semester by ELI vs. UNK and country. We are now working to design database queries that will also allow us to provide a breakdown of new students’ institution and agency of origin. Part of the problem is that the PeopleSoft online application system does not allow us to capture/report of some types of recruitment data such as school and agency of origin. Having this type of data readily available would help us determine the effectiveness of our recruitment strategies and aid in the planning process.

b. RETENTION

On May 11, 2010, OIE submitted a Global Retention Plan to the Enrollment Management Council (EMC) entitled ‘Increase the retention of international and domestic students through integrative global programming’. This retention plan is aimed at both international and domestic students:

“Because these populations intersect in many ways, certain efficiencies can be achieved by creating and improving upon programs that impact the retention of both groups simultaneously. For example, the process of campus globalization – which includes Study Abroad, International Studies, intercultural communication, and faculty development – can result in the creation of academic programs of distinction that serve to attract, engage, and retain higher achieving domestic students.

Retention of international students can be improved by creating more structured recruiting environments within partner high schools and universities abroad to increase the degree of student/institution ‘match’, while improving the intercultural communication skills of domestic students and staff at UNK can increase satisfaction among international students. Regardless of which student population is targeted, all of these programs should serve – directly or indirectly – to improve learning opportunities, overall satisfaction and, presumably, retention for all UNK students.

This plan is based largely on developing closer partnerships between existing UNK programs and departments at little or no additional cost. Certain aspects of the plan, however, require modest investment in programs that are designed to spur significant gains in net revenue through increased low-discount recruitment (increase in number/percent of students paying the non-resident tuition premium).”

This section will reproduce the actual text of the aforementioned OIE Retention Plan document and comment on each of the performance and evaluation measures put forward in the plan. These comments appear in [bold brackets] after each ‘Evaluation’ section.

IMPLEMENTATION SCHEDULE/TIMETABLE
Increase international student satisfaction and social integration on campus and, thereby, academic success and retention, by improving or increasing:
1. The intercultural communication skills of UNK domestic students and staff

a. Intercultural training for ‘high contact’ UNK staff, particularly in Residential Life, Academic Advising, and International Student Services

a. A training program has been scheduled for 2 days in August, which is covering 80-100 RAs and other key UNK staff. The consultancy, Universal Consensus, is designing the program to be internally replicable and self-sustaining.

Evaluation:

a. An on-going assessment module has been built into the training program by the consultant
b. Tabulate and analyze international student enrollment and persistence in staying in the resident halls

a. Develop survey instrument that measures direct and indirect impact of intercultural training and the programs and activities created as a result of utilizing this intercultural communication model. [this survey instrument was not developed because the Student Affairs Division not allow this intercultural training program to continue after its first year. We hope to secure their cooperation for continuing this vital program in the future].

2. New student orientation

a. Preliminary discussions have begun between OIE and Student Life on how best to include and serve international students in Freshman Orientation activities. A student committee is working on recommendations to improve UNK, ISS (International Student Services –OIE) and ELI (English Language Institute – OIE) orientation programs for international students.

Evaluation: A survey of international students will be used to measure satisfaction level and practical value of activities attended. Attendance will be measured and student profiles established to establish baseline for measuring impact of future changes in Orientation programming. All orientation survey instruments should have fields to collect information such as name, if ‘international’ student, and country of origin. [We have created the survey instrument and will begin deploying it during NSE in August 2012. Due to the high level of stress among new international students, most of whom have just arrived and are suffering from culture shock and jet lag, the survey is just 5 questions (see ‘International Student Event Survey’ Appendix 28)].

3. Student problem resolution – drop-out prevention
i. OIE, in partnership with Academic Advising and other offices, has established a protocol whereby ISS-OIE is informed if an international student is at risk of dropping out. ISS then meets to evaluate the student and helps to arrange counseling or financial assistance if needed.

b. Early Warning Referrals (EWR). OIE now receives copies of EWRs that have been sent to international students.

   i. Need to work with Academic Advising and other offices to develop a protocol that allows OIE and other departments to participate in a coordinating effort to address these student problems.

Evaluation: An interview survey of international advisees will be used to measure efficacy of advising outcomes. Student attendance in advising meetings will be measured and student profiles established to establish baseline for measuring impact of future changes in international Advising practices. Dropout rate and GPA will be measured for EWR and ‘at risk of dropping-out’ students, and changes observed over time. [So far, OIE advising staff are entering information on their meetings with EWR students in FSAatlas (the immigration/admissions student information database used by UNK). However, we have yet to devise a reporting system that allows us to keep easily reported statistics on EWR cases reviewed (and not review) and how they are resolved. International Students Services unit should meet with Academic Advising to devise a better evaluation plan].

4. The First Year Experience

   i. Student engagement in semester abroad has been shown to be a predictor of academic success among university students. An important OIE priority is to increase student participation in Semester Abroad, especially during their Junior year.

   ii. To achieve and maintain significant semester abroad enrollments – a current priority of President Milliken – it is crucial to capture the imagination of incoming students during their Freshman year.

   iii. Goal: Involve all incoming freshman and their advisors in the process of incorporating Semester Abroad, or a surrogate intercultural experience (in the areas of Service Learning, Undergraduate Research, or Internships-for-Credit) into their 4-year academic plan.

       1. Action steps:

          a. Establish a coordinating body that includes OIE, Academic Advising, Orientation, and First Year Experience coordinators to ensure that all First Year students have a systematic introduction to the benefits of study abroad – particularly UNK Semester Abroad
during the Junior year – and how to include it in their plan of work without delaying their graduation.

b. Work with instructors of required courses that are typically taken in the Freshman year, to include a *topical lesson module* or presentation that engages students in beginning to think about studying abroad and international-related course offerings.

c. Form a sub-committee of the UNK Curriculum Committee to help create curricular structures that will allow students to meet General Education and graduation requirements during their UNK Semester Abroad.

Evaluation: Survey to measure level of interest in study abroad among Freshman, Sophomores and Juniors, using students not exposed to in-class *topical lesson modules* as control group. Tabulate and analyze actual enrollment in UNK Semester Abroad and other study abroad programs over time. [The Freshman portion of this survey instrument has been created, in cooperation with the Center for Teaching Excellence, as part of a broader survey instrument. We hope to administer it in August or September 2012. The Study Abroad Office has significantly increased its coordination with First Year Experience faculty and NSE faculty advisors for the greater dissemination of information about Semester Abroad and how to integrate into students’ 4-year plan of work. On the advice of the previous English Department Chair, a ‘topical lesson’ module (with PowerPoint) was developed by the Study Abroad Office for use in required first year classes. It has not yet been widely adopted, however. The Study Abroad Office also created a writing contest on the theme “Where I Would Like to Study Abroad and Why” in which many first semester Freshmen did participate (winners went to Vancouver during Spring Break of their second semester). The sub-committees mentioned in this evaluation point have not yet been instituted due to lack of sufficient staffing.]

5. Academic and Social programming

i. Social events or programs that promote communication and cooperation between domestic and international students, faculty, and staff:

   1. World Affairs Conference, International Friendship Program, International Food Festival, international student festivals, international student organizations

**Action Steps:** Create a committee charged with creating a coordination protocol to facilitate cooperation between OIE, Student Life, and Student Organizations in the design, promotion, and implementation of these programs.

**Evaluation:**
1. Tabulate and analyze rates of international and domestic student active participation and passive attendance in these programs over time.

2. Compare student engagement rates in these programs with academic success rates

[This committee has not yet been created, due to Student Affairs so far being unwilling to allow OIE’s ‘intercultural communication’ training module to be included in their new student orientation and Resident Advisors NSE training workshops. However, we have created a survey (see ‘International Student Event Survey’ Appendix 28) to evaluate the quality of international student participation in campus events. We have also created a survey for participants to evaluate World Affairs Conference panels and lectures. We are discussing the considering a the development of a survey for International Friendship students, but have not had time to implement this due to lack of resources.]

6. The UNK campus community’s understanding and acceptance of international cultures and customs, by increasing the number of:

   a. UNK students who have studied abroad

      i. OIE has created a Semester Abroad pilot program at Hubei Normal University in China, which begins Fall 2010. This is an academically rigorous program led by a UNK faculty member and offered to students at the same cost as studying on the UNK campus (also see 4.1., ‘First Year Experience’, above).

      ii. This matches the culture of UNK’s second largest international student population.

   Goal: UNK Semester Abroad students – with their greater understanding of global issues and the challenges of ‘living as a foreigner in another land’ – will become a catalyst for developing organizations, programs, and activities that reach-out to, serve, and engage international students in UNK campus life.

   Evaluation: Develop an instrument to measure the impact of UNK Semester Abroad students’ engagement activity – and/or percentage of Semester Abroad students – on international student learning and satisfaction. [The China Semester Abroad pilot was successful and it is now an ongoing program that was continued in Fall 2011 and Fall 2012. Another semester program was successfully implemented in Lima, Peru. These programs are evaluated with a student course evaluation form and program evaluation form, as well as in the required end of program report by the UNK faculty director leading the program. Students were
also required to keep a journal/blog about their trip, and were invited for after-arrival dinner with the UNK administrators to report on what they learned during their experiences. The next step is to find ways to analyze the data so that improvements can be made in program delivery. This is one of the ‘important, but not highest priority’ tasks that we will need more resources to follow up on].

7. International students at UNK

a. OIE has moved to:
   i. Increase partnerships with overseas schools, universities, and organizations in a way that enhances potential for targeted recruitment of 4-year students. In AY 2010, OIE created 8 new partnerships in Japan and 4 in China.
   ii. Adopt a more aggressive tuition remission program to compete in specific enrollment markets. So far this has raised undergraduate enrollments from Japan (which had dropped off from an average of about 50/year to only 8 in Fall 2009) to 16 in Fall 2010.

Goal: Engage in more strategically targeted ‘structured recruitment’ that utilizes a broad range of UNK constituencies, including Semester Abroad students, faculty, and alumni to focus on specially selected range of geographical and institutional recruitment targets.

(Noel-Levitz recommendation: ‘1. Continue to diversify streams of prospective students … Aggressively recruit international students with programs and incentives’)

Evaluation

i. Tabulate and analyze international student enrollment and persistence rate
   ii. Compare persistence rate between students from ‘structured recruitment’ programs and other international students.

[OIE tabulates it new student enrollment data each term, which has helped us identify recruitment trends and help with planning. The OIE Director met with an EMC steering committee member who understands the Noel-Levitz retention analysis program, which is used for domestic students, to see if it would be appropriate for international ones. It was found that this instrument was really designed around domestic student factors so would not be very useful for the special circumstances of international students. OIE attempted to gather student retention data in 2009, but the Student Information System used at that time could not provide the type of reports needed. We are hoping that the new PeopleSoft system will eventually allow us to pull this type of data. This is one of the ‘important, but not highest
priority’ tasks that we will need more resources to follow up on].

8. UNK faculty and staff who have travelled abroad for professional development

a. OIE, in collaboration with the Senior Vice Chancellor for Academic and Student Affairs and the academic deans, has continued the annual Faculty/Staff Development Trip to China this year.

b. A UNK faculty member will serve as the Director of the new UNK Semester in China program during Fall 2010.

i. If this pilot program is successful, we hope to continue it and add UNK faculty-led programs in other countries, which would gradually increase the number of UNK faculty with substantial overseas experience.

Evaluation: Tabulate and analyze faculty and staff participation rate over time. [We have a list of faculty and staff who have participated in OIE”s faculty development trip to China since its inception several years ago. We also require that participant reports be submitted to OIE after each trip, and have a file of those reports. OIE is currently working on a faculty survey that we hope will provide more provide additional information and statistics on the international professional development of UNK faculty]

9. UNK students who are taking international-related courses of study

a. OIE has worked with the International Studies program to request that an International Studies student scholarship component be added to the current UNK capital campaign.

b. OIE has proposed an action plan to introduce students to International Studies opportunities during the Freshman Year (see ‘First Year Experience’, Section 4, above).

c. OIE is collaborating with the Director of International Studies to cross-recruit between UNK study abroad and IS student constituencies and to create more opportunities for international learning in the curriculum.

Evaluation: Tabulate and analyze actual enrollment in International Studies course over time. Develop a survey instrument that determines the relative impact of scholarships, First Year learning modules/presentations, and study abroad on enrollment in International Studies – as well as the impact of enrollment in International Studies courses on the decision to Study Abroad. [OIE did not have the resources to create this particular survey instrument. We would still like to do it in the future. One idea is to see if the Director of International Studies could provide such a report using her departmental office resources.]

Fall 2011: Boost academic success and retention by increasing international student satisfaction and social integration on campus
1. Recruit more suitable international students by increasing the number of incoming students who are familiar with various aspects of UNK before enrollment. To this by:

   a. Increasing UNK’s presence in target high schools, particularly UNK Semester Abroad students and faculty.

   b. In AY 2010, OIE established partnerships with three high schools in China for the purpose of recruiting low-discount 4-year students

      i. During AY 2011 we hope to increase UNK engagement with these carefully selected schools by having:

         1. UNK Semester Abroad in China students serve there as interns in Fall 2010

         2. UNK faculty and staff visit administrators, teachers, and counselors visit these schools during the June 2010 Faculty Development Trip to China

         3. UNK instructors will teach ESL to students and hold workshops with high school teachers in these partner high schools in July 2010.

      ii. After 2011, OIE will explore the possibility of establishing an AmeriCulture Camp at UNK for partner high school students and their teachers, which would be staffed, in part, by UNK Semester Abroad students who did their internships in those partner high schools abroad.

Evaluation: Tabulate and analyze international student enrollment rates over time. Develop a survey instrument that determines the relative impact of ‘structured’ recruitment and summer camps on enrollment and retention of international students. [We have now implemented the practice of putting UNK students and Nebraska teachers into the classrooms of partner high schools. However, obstacles were encountered related to the difficulty of administering such a program at such a great distance without having a full-time UNK representative on-site to coordinate the program, insure that teachers were adequately housed, and solve daily problems. Subsequently, we have decided to delay the creation of a survey instrument until we can be certain that a viable program is in place. Due to resource limitations, we are now considering having the international summer camp for partner high school students abroad begin in Summer 2013 or 2014.]

2. Expanding tuition remission and scholarship programs for needy and deserving international students

   Noel-Levitz recommendation: ‘1. Continue to diversify streams of prospective students ... Aggressively recruit international students with programs and incentives’
a. In order to reach President Milliken and EMC goals of significantly increasing the percentage of international students, OIE has (in addition to the measures described above) proposed two tuition remission programs to UNK Cabinet.

Goal: Increase recruitment and retention of good students. Increase institutional net revenue by increasing the number of low-discount students at UNK (those paying more than in-state tuition).
   i. The Cabinet has adopted an OIE plan that would allow the OIE to offer as little as the in-state tuition rate to student applicants from Japan. This has already yielded 16 additional degree-seeking students beginning in Fall 2010 (14 paying in-state tuition, 2 paying 150% of in-state tuition).

   ii. The Cabinet is currently considering another plan which would allow OIE to apply this flexible incentive program to prospective international students in other countries.

b. OIE currently offers performance based ‘mini-tuition grants’ averaging $800 to around 60 students each semester (about $118,000/year).

   Evaluation: Tabulate and analyze international student enrollment rates over time. Develop an analytical instrument that helps determine the impact of ‘under 200% tuition’ recruitment incentives on international student enrollment and retention rates. [We are continuing to track international enrollment, but the creation and administration of an instrument that analyzes the impact of discounted tuition on enrollment and retention is one of the ‘important, but not highest priority’ tasks that we will need more resources to follow up on. An analysis of the data does strongly suggest, however, that the partial discounting of our 200% rate has had a positive impact on recruitment – especially of non-degree students – but it is also clear that UNK is losing significant market share of degree-seeking students to competing US.

a. Establish pilot Semester programs in China (Fall 2010) and Latin America (2011) (See Semester Abroad sections above), and expand to other countries.

b. Work with International Studies, Modern Languages, other UNK departments, and institutional partners abroad to devise and provide unique interdisciplinary academic and experiential learning programs that address the educational and career needs of students in our regional, national, and international enrollment markets.

c. Provide more global service, internship, and research opportunities for UNK students.
   i. Create a plan for institutionalizing cooperation and planning between UNK offices of Service Learning, Internships, and Undergraduate Research and OIE.

d. Position/brand these programs for marketing to the regional, national, and international enrollment markets.
universities that offer in-state tuition and agent commissions in China.]

Increase enrollment and retention of quality domestic students by:

1. Developing competitive magnet programs, or global ‘programs of distinction, such as UNK-based Semester Abroad, International Studies, strategic foreign language programs, and unique opportunities for global service and undergraduate research opportunities – that distinguish UNK from competitors in its enrollment market.

Evaluation: Tabulate and analyze domestic student enrollment rates over time. Develop a survey instrument that determines the relative impact of global ‘programs of distinction’ on enrollment and retention of domestic students. [While we have succeeded in cooperating with the UNK departments referred to above in establishing two semester abroad programs, three short-term abroad programs (Spain, Korea, and Vancouver), and an international undergraduate research program, the development and administration of a survey instrument to measure the impact of this programs is still under consideration. This is one of the ‘important, but not highest priority’ tasks that we will need more resources to follow up on].

3. INTERNATIONAL STUDENT SERVICES/ADMISSIONS

We do not yet have an effective tool for measuring the retention and persistence rates of international students, some of whom define success as completing their 1-2 semester exchange program. UNK’s enrollment management consultancy, Noel Levitz, has recommended a tool for domestic enrollment, but it is not appropriate for international students.

Due to the lack of an accurate, easily accessible history of international students at UNK, OIE is actively engaged in a research project to document the enrollment history of international students at UNK since approximately 1987. Paper records on international students have been maintained and stored in Welch Hall over the years so much of their work is to transfer this information into a digital format so it can be analyzed longitudinally.

At the same time, ISS is maintaining statistics on the quantity and type of visitation and inquiries at OIE to allow for periodic evaluation of services used and determining the adequacy of service staffing levels. (See Appendices: 15 Terminated Student File Project; and 16: Student Visit Bar Graphs).

When complete, we hope that this historical and current data set will assist in assessing enrollment patterns and the efficacy of International Student Services/Admissions.

4. WORLD AFFAIRS CONFERENCE

Assessment measures are only starting to be implemented as it relates to this conference. While there is excellent historical data related to dates and themes of the annual conference, there is no real data related to the number of campus and community attendees. The Executive Planning Council believes approximately 400-600 people attend the two-day conference.
In November of 2011, the Executive Planning Council implemented a questionnaire that was included in the program. The purpose of the survey is to help us assess who is attending, and why. Students? Faculty? Community Members? Because they were required to or received extra credit? How did they find out about the conference? And what topics would interest them for future conferences? It is hoped that this information will help us understand who the audience is and coordinate conferences that are of interest to attendees for future years. Please see results in Appendix 23a.

5. MARKETING AND RECRUITMENT

Assessment, as it relates specifically to print and web marketing and advertising is a weakness in our department. Currently, we do not have means by which we can poll applicants to learn how they found out about UNK.

B. LEARNING OUTCOMES

1. UNDERGRADUATE RESEARCH ABROAD

In addition to the learning outcomes and assessment procedures for the overall study abroad program, the Undergraduate Research Abroad Program has the following specific learning outcomes and assessment procedures.

Learning Outcome 1: Students will apply appropriate research methods in their chosen discipline, including research design, analysis and interpretation.

The assessment of this learning outcome will be based on both the research proposal and the research report. The rubric will assess clarity of the research aims, appropriateness of the methodology, adequacy of the analysis and interpretation of the findings.

Learning Outcome 2: Students will write as professionals in their discipline using the most appropriate form.

The assessment of the student’s writing will cover the following: Central focus, content development, style, sources and evidence, mechanics and purposeful organization using Rubric for Research Reports (see attached).

Learning Outcome 3: Students will evaluate the experience of conducting research abroad in a reflective essay.

The assessment of this learning outcome will be based on a rubric that evaluates clarity, relevance, analysis, inter-connections, and self-criticism.

<table>
<thead>
<tr>
<th>Rubric for Evaluating Research Report</th>
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| **Central focus** | No clear central focus for paper. Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience). | Unclear and/or multiple ideas competing for the focus of the paper. Demonstrates awareness of context, audience, purpose, and to the assigned task (begins to show awareness of audience’s perceptions and assumptions). | Has sense of central focus, could use further clarity, focus or simplicity. Demonstrates adequate consideration of context, audience, and purpose and a clear focus of the assigned task (task aligns with audience, purpose, and context). | Clear, precise, complex central focus. Demonstrates a thorough understanding of context, audience and purpose that is responsive to the assigned task and focuses all elements of the work. |
| **Content Development** | Uses appropriate and relevant content to develop simple ideas in only some parts of the work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work. |
| **Genre and Disciplinary Convention** | Use of the appropriate style for the discipline for basic organization and presentation is haphazard and slipshod. | Follows expectations appropriate to the style for basic organization, content, and presentation but exhibits some errors and lacks consistency. | Demonstrates consistent use of important conventions particular to the appropriate style, including organization, content, presentation and stylistic choices. | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to the appropriate style including organization, content, presentation, formatting, and stylistic choices. |
| **Sources and Evidence** | Outside sources not cited or not cited accurately within and at the end of the text or demonstrates a poor attempt to use sources to support ideas in the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for APA style but shows inconsistent citation of sources within the text; over-reliance on quotations; absences of writer’s ideas and voice. | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within APA style showing relatively consistent and accurate citation of sources. Writer needs to work on integrating their own voice into essays. | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for APA style. Consistent and accurate citation of sources; writers is comfortable processing and making connections between sources and her own writing. |
| **Mechanics and Correctness** | Poor mechanics that distract the reader; sentence-level problems that make comprehension of ideas difficult. Uses language that sometimes impedes understanding because of errors in usage. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. Essays contain consistent mechanical errors; some sentences difficult to follow because of wording. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors but they seem random; most sentences are clear and well-formed. | Few errors in mechanics; demonstrated editing abilities; sentences are clear and well formed. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. |
| **Purposeful Organization** | No clear organizational structure; essays difficult to follow. | Organizational structure is weak and inadequately contextualized, often missing connections between and among ideas. | Organizational structure shows purpose, though it may not seem well informed; needs stronger connections between ideas. | Essay makes purposeful connections between ideas; progresses clearly from beginning to end. |
2. STUDY ABROAD

Study Abroad Performance Measures
Student Learning Outcomes
Student learning is exhibited in testimonial form as part of the online Study Abroad Evaluation Form. UNK Semester Abroad programs require each student to write a mid-term and final report on learning's acquired during the program.

Study Abroad Program Assessment
Students who take this program will have an increased knowledge of other cultures, a better understanding of their own, increased ability and confidence to communicate with people from other cultures, resulting in greater career opportunity in an increasingly global economy. This degree of success of reaching the above goal will be determined by evaluating the Experiential Learning Blogs kept by students participating in UNK programs are required to keep during their program abroad.

The Office of Study Abroad regularly conducts on-line student surveys (Appendix B – Study Abroad Evaluation Form) and evaluates its programs and services, including:
  • Pre-departure Orientation
  • Study Abroad Programs
  • Host Institution Instructors

Pre-departure Orientation
We offer general Pre-departure Orientation sessions tailored to individual program requirements to accommodate students' schedules. Typically, they are between two to three sessions per program. Each of the session focuses on differing aspects of the study abroad experience ranging from general country demographics to on-site program-specific rules and regulations. Sessions are held late afternoon on weekdays during the semester preceding program participation. Each of these sessions lasts about two-three hours. The content and contact hours for these orientations are specified in the Study Abroad after each offer is made.

Study Abroad Programs
A program evaluation is available for students to provide feedback on program quality and can be completed online. An email containing the evaluation link is sent to each student at the end of their stay at the program site. We encourage Program Directors to forward these links if applicable to ensure evaluation completion. This particular tactic only works for programs that have UNK Program Directors accompanying the group.

Our response rate has typically been very low. Withholding credit until the evaluation is completed is one means at our disposal. We are hesitant; however, to go this route.

In addition, we require UNK Program Directors to submit a report within 60 days of the end of their programs. Some of the reports we receive are very basic, while others provide a wealth of information. Our response rate to date has been 100% since our procedures have been active (Fall 2010).
Host Institution Instructors
At the end of each UNK Faculty-led Semester Abroad program, we ask students to evaluate host institution instructors and instruction received in order to monitor the consistence and quality of those who teach UNK courses abroad.

3. ENGLISH LANGUAGE INSTITUTE

The items listed below serve as indicators of student progress for each semester.

1. Early Warning Mid-term Grade Reports (see Appendix 29)
   *Documentation distributed to all students on the middle date of the semester in order for them to see their progress or lack of progress well before the end of the semester. All ELI educators enter and review student data using a shared Google document.

2. TOEFL-related Attendance Policy (see Appendix 30)
   *Policy that mandates/encourages 85% attendance in ELI classes in order to take the TOEFL exams.

3. TOEFL score sheet (see Appendix 31)
   *Documentation distributed to all students the day of the test. Helps them to set goals.

4. Final Grade Reports (see Appendix 32)
   *Documentation to “place” returning students for the next semester in ELI.

5. Certificate of Completion (see Appendix 33)
   *Documentation of successful completion of ELI classes. ELI students must earn a final grade of “C-” or above in order to successfully complete a class.

6. Perfect Attendance Award (see Appendix 34)
   *Full-time ELI students who have attended all classes since Day #1 of the semester through their Final exam are eligible for a $100 tuition remission for the next semester at UNK.

7. One hour of UNK credit
   *Full-time ELI students earn one hour of UNK credit. This one hour of credit is calculated by totaling all ELI classes and dividing by the total number of classes. This one hour of credit is posted by the ELI Coordinator on myBlue.

8. ELI Placement Policy (see Appendix 35)
   *aids students in setting and reaching personal goals

Assessment of student academic achievement
1. A benchmark for success is our stated goal that a student should successfully complete the ELI program in three semesters or less in order to register (be admitted) as a full-time, degree-seeking Undergraduate student at UNK. Since 1997, the majority of our ELI students (approximately 77%) have successfully completed our ELI program in three semesters. Needs to be more fully researched.

2. A significant number of ELI students (approximately 69%) become part-time ELI plus part-time UNK students after one semester.

3. From the available data, students who have successfully completed the ELI program perform well in their English 101 and English 102 UNK courses. The majority
(approximately 90%) earn a Final grade of “C” or above.

ELI Program Assessments:

Conversation Partners Program:
Conversation Partners (Appendix 43) is a program that pairs UNK students with international students who are enrolled in the English Language Institute to improve their conversational English. Many ELI students live in the dorms and hope to attend UNK in the future. Getting them connected with other students at UNK help ELI students to become more outgoing in the campus community and active participants in their classes. An evaluation of the program is done by Linda Martin at the end of each semester. *See Conversation Partner assessment – Spring 2012.

Campus Conversation Table:
Conversation Table (Appendix 42) is a program that offers informal conversation in small groups. Participants can move from table to table and talk about the topics provided or they may discuss topics of their choice. The purpose of Campus Conversation Table is to encourage a more spontaneous use of the English language and to provide ELI students the opportunity to meet and practice conversation with native English speakers, other UNK students and people from the Kearney community. An evaluation of the program is done by Lisa Terry at the end of each semester. *See CCT assessment-Spring 2012

ELI Orientation Sessions:
In addition to the initial ELI Orientation done the first day of every semester, four to five mini orientation sessions are held throughout the course of the semester geared specifically to ELI students. These sessions orient students to the appropriate offices in the areas of academics, student services (such as health/counseling), finances, public safety, immigration issues, intramurals and student organizations.

Topics include but are not limited to the following:

- Culture shock
- How to be academically successful
- On campus services available to them such Counseling & Health care, tutoring, writing center, public safety
- OrgSync and student groups they can join,
- Intramurals
- Residence life issues
- Safety issues
- Healthy living skills
- Transportation in Kearney
- Email etiquette
- Immigration issues
An assessment is done via pre and post questionnaires given to the students at each mini orientation session. (see Appendix 36 and Appendix 37)

**Assessment of courses and overall program.**

1. Fall 2012 Schedule of ELI classes (see Appendix 38)
2. ELI courses and descriptions (see Appendix 39)
3. ELI Student Evaluation of Teacher Questionnaire (see Appendix 40)
   - These student evaluations are done at the end of the Fall, Summer and Spring semesters. The ELI coordinator reads these student evaluations to make certain our teachers are responsive to the needs of our students. The information given on these semester questionnaires also help to continually strengthen and improve the ELI program. The ELI coordinator must do an Annual Performance Evaluation for each ELI Educator each Spring and the Performance Evaluation is turned in to Human Resources. Once again, the student evaluations are utilized to glean key information about the strengths and weaknesses of each ELI Educator and the overall ELI program.
4. One key service provided by the ELI coordinator involves purposeful advising sessions to help students get out of ELI.

4. FACULTY DEVELOPMENT TRIPS

Faculty and staff learning during OIE's Faculty Development Trips to China has been documented in the post trip reports that they are required to submit. The OIE Director reviews these essays and reports to the Senior Vice Chancellor of Academic and Student Affairs, in all cases so far, that sufficient learning has occurred to justify the continuation of the program.

The OIE Director has, through discussions with long-term faculty and staff ascertained to his satisfaction that this international program has assisted in enhancing the international awareness of many Chairs, Deans, and key faculty at UNK, laying the groundwork for the situation of UNK has maintaining the highest percentage of international students among universities in the NU system. This is widely believed to stem from word-of-mouth testimony of UNK students and graduates among their peers in their home countries.

Be this as it may, the Faculty Development trip has not translated into many research collaborations between UNK faculty and their counterparts at the partner universities they have visited, nor among administrators. In the future, it is proposed that participants be committed to creating a teaching unit, class, or research collaboration based on their trip.
5. INTERCULTURAL COMPETENCE WORKSHOPS

A ‘before and after’ survey was implemented for the 2012 Universal Consensus workshop (See Appendix 26). If this workshop can be continued, we would like to keep using this tool to measure changes in the intercultural competence of participants after they take the workshop.

OIE and the Office for Teaching Excellence have created another survey tool aimed at measuring the campus community’s (domestic and international students, faculty, and staff) attitudes toward international students and the process of globalization on campus. We hope to administer this survey to all students, faculty and staff in August or September 2012. The purpose of this survey is to serve as a baseline for future surveys in order to measure progress towards international awareness on campus, and as a tool for measuring the need for various types of international programs, and to help determine how such programs are designed.

6. INTERNATIONALIZING THE CURRICULUM

UNK has already made progress in international curriculum development by requiring that each of the Portal courses, which are part of every student’s General Education requirement, include a global component. To further this process, OIE plans to administer a Course Content Survey by Fall 2012.

Besides assembling information on international related courses for students, perhaps in the form of an international content directory, another important objectives are to create a benchmark for gauging future progress towards internationalizing the curriculum at UNK and to provide a resource for department Chairs and other administrators in the strategic planning process.

The survey benchmark, which would include information on courses taught abroad, could also lay the groundwork for a periodic global curriculum progress assessment and assist Chairs, faculty and staff in evaluating resources related to the creation of international-related majors or minors or new study abroad programs.

Ideas that have been discussed to increase faculty support for international curriculum development and implementation (for example, leading UNK semester abroad programs) include recognizing the global contributions in the area of service for Tenure policies, granting release time and grants for curriculum development and global research, and assistance with external grant support.
SECTION III: ORGANIZATIONAL STRUCTURE

Staff

OIE has 26 employees: eleven full-time staff, two senior ELI instructors on 9-month contracts, 10 ELI contract instructors, and three part-time student workers. The OIE Director reports to the Senior Vice Chancellor for Academic and Student Affairs and is advised by a 13 member Faculty Advisory Board with representatives from the four UNK colleges. The following chart provides the job titles and illustrates the reporting relationships:

A. ORGANIZATIONAL CHART

B. FACULTY ADVISORY BOARD

The OIE Faculty Advisory Board is composed of faculty from UNK’s four colleges in a variety of disciplines who take a special interest in international education and affairs. Regular
meetings are held on educational and policy issues of special interest to the faculty and administration. Board discussions help to inform the creation and implementation of OIE policies and practices.

Fine Arts and Humanities
   Prof. Julie Flood, English
   Prof. Sonja Kropp, Modern Languages
   Prof. Ting-Lan Cheng, Music

Education
   Prof. Patricia Cruzeiro, Educational Administration
   Prof. Matt Mims, Counseling and School Psychology

Natural and Social Sciences
   Prof. Will Aviles, Political Science
   Prof. Wyatt Hoback, Biology
   Prof. Carol Lilly, History
   Prof. Maha Younes, Social Work

Business and Technology
   Prof. Terry Gibbs, Aviation
   Prof. Allan Jenkins, Economics
   Prof. Sri Seshadri, Marketing & MIS

This is typical agenda from an Advisory Board meeting:

1. Office of International Education (OIE) – Overview
   a. Study Abroad
   b. International Undergraduate Admissions
   c. English Language Institute
   d. International Marketing and Recruitment
   e. Immigration and Cultural Adjustment Advising

2. Milliken’s system-wide global education goals
   a. NU global strategic plan

3. Enrollment Trends

4. Current Projects
   a. Global education survey w/Center for Teaching Excellence
   b. International curriculum and resources survey
   c. Intercultural competence training workshops
      i. Faculty, students, staff
C. JOB DESCRIPTIONS

OIE Job Descriptions – July 11, 2012

1. Director. Dallas Kenny, Ph.D.
   Reports to Senior Vice Chancellor for Academic and Student Affairs
   Direct Reports:
   1. ELI Coordinator
   2. Study Abroad Coordinator
   3. International Admissions and Immigration Coordinator
   4. Outreach Coordinator
   5. Korean-Asian Recruitment and Support Specialist
   6. China Recruitment and Support Specialist

   a. Overall responsibility for all UNK global initiatives:
      1. Development and execution of recruitment strategies for international students
      2. Coordination of support services for all international students to ensure high retention
      3. Oversight of undergraduate admissions for international students
      4. Oversight of the English Language Institute (ELI)
      5. Development of the Study Abroad Program
      6. Coordination of the 1 + 2 +1 dual degree programs with Chinese universities, and similar academic partnerships with other universities outside of the US
      7. Facilitation of student and faculty immigration needs
      8. Supervision of the staff in the Office of International Education

2. ELI Coordinator. Diane Longo
   Reports to Director; Reports: about 12 ESL teachers

   a. To direct the English Language Institute with 12 part-time instructors
   b. Design, develop, and implement summer NCN program
   c. Have leadership and organizational skills
   d. Must be able to work with a diverse population
   e. Monitor projects and exercise follow-through, adhere to time frames
   f. Understand and maintain confidentiality
   g. Ability to direct others in accomplishing work
   h. Encourage career development for self and staff
   i. Maintain a positive work relationship with supervisor and peers
   j. Be able to express ideas clearly both orally and in writing, listen well and respond appropriately
   k. Effectively analyze problems and determine appropriate action for solutions
   l. Ability to manage several responsibilities simultaneously
   m. Express ideas clearly both orally and in writing
   n. Conduct orientation for ELI students
   o. Assist students with questions/problems and resolve issues or concerns
p. Prepare transcript of grades for English Language Institute students
q. Should be familiar with SIS and Microsoft Office programs.

3. Study Abroad Coordinator. Ann Marie Park
   Reports to Director
   a. Promote study abroad and support existing programs; administer budgets, relations with
      Faculty directors, and vendor contracts for UNK run programs
   b. Help UNK students select and apply for appropriate study abroad programs
   c. Promote and coordinate UNK semester abroad pilot programs, and create and maintain
      appropriate handbooks, forms and waivers.
   d. Provide leadership for campus globalization efforts and projects
   e. Coordinate Nebraska Semester Abroad
   f. Provide Open Door and similar statistics on UNK study abroad participation

   Reports to OIE Director (Dallas Kenny)
   Reports: Applications & Records Specialist, International Student/Faculty
   Advisor, Enrollment and Recruitment Specialist, China Recruitment and
   Support Specialist
   a. Supervise the Application and Records Specialist, Enrollment and Recruitment
      Specialist, and International Student/Scholar Advisor to insure the successful
      operation of the application/admissions process and compliance with immigration
      and SEVIS regulations as they apply to UNK, applicants, international students,
      faculty, staff, and visitors.
   b. Oversee evaluation of prospective student applications based on his/her needs and
      qualifications, in accordance with all school policies and procedures, all applicable
      federal regulations and accrediting agencies standards and requirements
   c. Manage the process of insuring that applicants and students meet US government
      mandated admission and enrollment requirements.
   d. Supervise the issuance of proper nonimmigrant visa documentation to facilitate the
      visa application process for all F1 and J1 International Students applying for
      admission to the English Language Institute and Undergraduate Programs of study
      at UNK.
   e. Recommend and oversee appropriate staff training for F1, J1, and H1 processing
      and advising
   f. Assure that all staff with duties related to admissions and immigration receive
      adequate information on the current and changing regulations affecting F & J
      international students, and propose ideas for streamlining and improving the office's
      efforts while remaining in compliance with appropriate federal laws governing F & J
      non-immigrant visa holders in the United States, as well as the employment of
      non-citizens in the United States. This includes, but is not limited to, suggesting
      new processes and procedures that the office should implement.
   g. Oversee OIE Front Desk staff to insure smooth and effective service to the UNK
      campus community, visitors, and external clientele as well as accurate
communication between these constituents and all OIE units (including Study Abroad).

h. Assign and oversee the collection and management of statistics related to office visitor traffic and transactions with all OIE clientele who have contact with the Front Desk and other OIE offices.

i. Initiate entries in FSAatlas to document all communication with OIE clientele

j. Understand and abide by student confidentiality rules

5. Application & Records Specialist. Susan Garrett

a. Review, initiate, and manage application completion process for international undergraduate, graduate and ELI students
   1. Communicate with all F1 & J1 applicants
   2. Track and process applications from arrival to completion
   3. Maintain application checklist procedures and solicit missing application materials

c. Create and issue acceptance letters

d. Manage communication with all applicants and coordinate with the Outreach Coordinator's management of inquiries

e. Assure applicant compliance with all pertinent international agreements & contracts

f. Engage in timely and accurate application related correspondence with all currently contracted:
   1. Recruitment Agents
   2. University and institutional partners
      a. Collaborate with Study Abroad Coordinator as needed when exchange agreements involve outgoing UNK students

f. Work with Recruitment and Enrollment Specialist to insure accurate input of admission and enrollment data

g. Prepare regular enrollment reports for OIE Director
   1. Enter and oversee all aspects of student enrollment data in
      1. PeopleSoft
      2. FSA Atlas
   2. Provide PeopleSoft expertise, oversight, & training support for OIE staff

h. Understand and abide by student confidentiality rules

i. Initiate entries in FSAatlas to document all communication with OIE clientele

6. Enrollment and Recruitment Specialist. Camila Parra

   Reports to Admissions & Immigration Coordinator (Shirley Vetter), and Outreach Coordinator (Bonnie Payne)

a. Assist Application and Records Specialist with application processing tasks [50%]
   1. Tracking and processing applications from arrival to completion
   2. Executing application checklist procedures and soliciting missing application materials
   3. Communicating with applicants as needed
4. Inputting accurate application and enrollment data in the appropriate 
enrollment management systems and database
   1. Assist in generating reports from this data
5. Understand and abide by student confidentiality rules
6. Initiate entries in FSAatlas to document all communication with OIE 
   clientele

b. Assist Outreach Coordinator with tasks [40%] related to:
   1. Student recruitment campaigns
      1. Marketing, advertising and planning
      2. Inquiry Contact Management
         a. Inputting inquiry data and producing statistical reports
   2. International alumni services – use email, web and social media to 
      maintain:
      1. Disseminate information on UNK
      2. Participation opportunities
   3. Coordinate student recruitment campaigns in markets designated by OIE 
      Director
   4. Initiate and help manage relationships and agreements with partner 
      institutions and agencies abroad in regions designated by the OIE Director
      1. Collaborate with Study Abroad Coordinator as needed when 
         exchange agreements involve outgoing UNK students

c. Assist with front desk reception functions as assigned by Admissions and 
   Immigration Coordinator [10%]

d. Understand and abide by student confidentiality rules

7. International Student/Scholar Advisor. (Open, hiring in process) 
   Reports to Admissions & Immigration Coordinator (Shirley Vetter)

International faculty visa and immigration support [40%]:
Advise UNK Department Chairs and other international faculty/staff hires on H1-B visa 
application procedures and requirements; Assist in the preparation of immigration related materials 
submitted to the U.S. Citizen and Immigration Services (USCIS) and U.S. Department of Labor 
(DOL) on behalf of foreign temporary and permanent faculty, researchers and professional staff.; 
J-1 visa processing for visiting scholars; provide faculty with visa and immigration support; 
understand and maintain confidentiality.

Student Advising [40%]:
Work with international students in the following areas: communicate with and counsel students to 
keep them "in status" (SEVIS/Visa); assist with immigration advising; manage applications for 
OPT, CPT, work authorizations, social security numbers, on-campus job openings'; assist 
international students with social adjustment and culture shock advising (liaison with Academic 
Advising, Counseling and Health Care Services); assist students with reference and 
recommendation letters for jobs, scholarships, and student organizations; assist students with 
questions and problems concerning social concerns, local laws, and university system procedures;
communicate with outside organizations and various university departments to coordinate activities, exchange information and resolve issues or concerns; assist international students with documentation for travel; assist new international students in orientation and integration into the UNK community, as well as providing information on housing, meals, visa, health insurance, student organizations, cultural events and related matters; organize "new UNK international student" orientations; coordinate International Student Scholarship Committee.

Other duties [20%]:
Manage annual international student scholarships competition; investigate and make recommendations on financial hardship assistance requests; assist with F-1 visa processing and other duties as assigned by Supervisor and/or Director of Office of International Education.

8. Outreach Coordinator. Bonnie Payne
Reports to OIE Director (Dallas Kenny)
Direct Reports: 2 Marketing/Recruitment Specialists:
1. Korea-Asia Specialist
2. Latin America Specialist

A. International Student Recruitment (50%)
   a. Marketing, advertising and planning
      i. Newsletter, 3 editions annually
      ii. Develop and maintain OIE web pages
      iii. Develop and update OIE brochures, fliers and other promotional materials
      iv. Develop and update paper and web-based price and program information for ELI and UNK for international students.
      v. Develop recruitment videos in native languages
      vi. Research and implement international advertising opportunities through print directories, websites, social media and other sources.
   b. Build and maintain relationships and formal partnerships with global partner institutions, recruiting agencies, industry, and private interest groups overseas.
      i. Initial correspondence with recruitment agents, partners, consulates.
      ii. Oversee Korea-Asia and Latin America Recruitment Specialists in building relationships with institutions and agencies.
      iii. New agreements and agreement revisions
   c. Contact management in cooperation with Application and Records Specialist
      i. Manage initial admissions inquiries using email, phone, web, social media and other tools
      ii. Utilize contact management software to communicate periodically with prospective students and alumni
   d. Alumni management
   e. Market Research and New Program Development
      i. Oversee research, review, and analysis of host university international opportunities appropriate for UNK undergraduate and/or graduate students.
ii. Oversee research, review, and analysis of east and southeast Asian and Latin American enrollment markets for the recruitment of degree seeking and study abroad students.

iii. Serve as liaison for OIE Director in the coordination and implementation of international programs for overseas and out-of-state students.

iv. Assist in preparing educational program and project proposals and portfolios for the Office of International Education

B. Campus, Community and Partner Outreach (50%)
   a. International Friendship Program
      i. Market program to new international students
      ii. Market program to individuals and families in Central Nebraska through television, radio, newspaper, public speaking opportunities with community organizations and churches, word of mouth.
      iii. Provide guidelines for participants.
      iv. Provide large group activities for participants
   b. Create and Enforce VIP visit protocols
   c. Campus and Staff Intercultural Communication Issues and Training
   d. Liaison with other campus departments and outside organizations
      i. Housing issues
      ii. Respond to internal and external requests for information.
      iii. Develop and present international student activities, events, communications and presentations to internal and external audiences to promote the college’s global programs and partnerships and promote cultural diversity on campus
      iv. Disseminate advising and recruitment information related to target countries students to various UNK campus offices and academic departments.
      v. Communicate with outside organizations and various university departments to coordinate activities, exchange information and resolve issues or concerns.
   e. Special Projects
      i. New Student Orientation
      ii. World Affairs Conference
         1. Chair World Affairs Executive Planning Council
         2. Do all “behind scenes” coordination of this event, such as meal planning, housing, room reservations, publications and printing, advertising, travel arrangements, scheduling, housing communication with all participants.
      iii. English Teachers Abroad Program (in cooperation with ELI Coordinator)
   f. Recruiter for Designated Markets
   g. Assist OIE Director with fundraising initiatives and data collection.
      i. Assist with identification of potential donors.
      ii. Participate in fundraising meetings with potential donors.
      iii. Development Global Newsletter into a fundraising tool.
iv. Oversee the conducting of student surveys and collection of data for reports and presentations related to international education program

Reports to Outreach Coordinator (80%) and OIE Director (20%)

a. Korea Student Recruitment (40%); Other Asia Recruitment: Southeast Asia and South Asia (20%). Requires international travel of 2-8 weeks per year.

Reporting to Outreach Coordinator for
1. Marketing, advertising and planning
   1. Web and print materials: price and program accuracy editing
2. Initial correspondence with recruitment agents, partners, and consulates
3. Manage prospective student applicant lists – systematically moving new contacts to the application stage
4. Alumni management
5. Communicate with OIE Outreach Coordinator, ELI Coordinator, Study Abroad Coordinator, Immigration Coordinator, professors, and department chairs to implement programs and activities, exchange information and resolve issues or concerns.
6. Assist Outreach Coordinator with partner and VIP visits to UNK
7. Disseminate advising and recruitment information related to target country students to various UNK campus offices and academic departments.
8. Help Outreach Coordinator in promotional activities such as maintaining website, video presentation, and out-of-state recruitment efforts in order to inform students of the educational opportunities in Kearney, Nebraska.
9. Assists with developing international affairs brochures, fliers, and other informational materials.

Reporting to OIE Director for
10. Help negotiate, draft and revise agency and partner agreements/contracts
11. Assist in explaining and enforcing contract terms
12. Serve as liaison for OIE Director in the coordination and implementation of international programs for overseas and out-of-state students.
13. Build and maintain relationships and formal partnerships with global partner institutions, recruiting agencies, industry, and private interest groups overseas; maintain database of partners.
14. Assist in preparing educational program and project proposals and portfolios for the Office of International Education
15. Conduct student surveys; collect data and prepare reports; prepare charts, tables and presentation related to international education programs for OIE Director
16. Performs complex research, review, and analysis of host university international opportunities appropriate for UNK undergraduate and/or graduate students.
17. Assists in providing cross-cultural communication information to all UNK faculty, staff, and students

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18. Performs complex research, review, and analysis of East and Southeast Asian enrollment markets for the recruitment of degree seeking and study abroad students.

b. Student Support Services (40%)

Reporting to Outreach Coordinator for

1. Assist Immigration Coordinator and ELI Director with arrival and orientation of new Korean, Southeast Asian, and South Asian students.
   1. Prepare informational documents for new and current students, attend/lead orientation sessions when needed
   2. Assist with airport pick-up, van driving, and related tasks as needed
   3. Communicate with students as needed, in cooperation with OIE Coordinators and Director

2. Support OIE Coordinators in serving existing Korean, Southeast Asian, and South Asian students
   1. Proactively engage with these students and their campus organizations to identify opportunities for improving student services and to solve problems
   3. Communicate with Resident-Greek Life on housing issues

4. Special Projects
   1. Provide support and leadership of special language programs and camps for Korean students
      a. Assist with budget planning, oversight of expenditures, accurate accounting, and financial reporting for these programs

5. Initiate entries in FSAatlas to document all communication with OIE clientele

6. Respond to internal and external requests for information concerning the UNK’s International Student Program.

7. Develop and present international student activities, events, communications and presentations to internal and external audiences to promote the college’s global programs and partnerships and promote cultural diversity on campus


- Assist International Admission and Immigration Coordinator with:
  o Admission and application processing for Chinese student applicants
  o Dual-degree program course articulation issues
  o Advising Chinese students in the area of cultural adjustment counseling
  o Refine OIE protocol for assisting Chinese and other international students in distress
  o Assist with FSAatlas databases and report preparation

- Assist OIE Director and Marketing Coordinator with:
  o Recruitment and translation services
  o Management of Chinese student recruitment contacts
  o Travel itinerary coordination for UNK delegations in China, and for Chinese
delegations at UNK

   Official title: Office Associate;
   Reports to OIE Director (Dallas Kenny).

1. Process all departmental financial and business transactions in SAP and Foundation. Includes: invoices, account/budget transfers for both state and revolving accounts
2. Monitor departmental budgets – reconcile and/or update balances on a regular basis
3. Process all Human Resource hiring documents that include personnel PAFS, PDCFS, W-4’s, and I-9’s.
4. Work with student management programs such as SEVIS, and PeopleSoft.
5. Manage and regularly update FSA Atlas
6. Process invoices and requisitions related to the World Affairs Conference (working with the UNK Business Office)
7. Work closely with OIE coordinators and provide administrative support for their projects, as needed
9. Keep up to date with new immigration regulations affecting international students and attend UNK training classes as offered.
10. Make travel arrangements for department staff and director. Also handle travel arrangements for special groups traveling internationally such as the Faculty Development Program
11. Handle special projects such as schedules for visiting delegates, International Food Festival, etc.
12. Assist Director with office-related and special projects
13. Provide general receptionist duties for the department – scheduling meetings, answering telephone, e-mails, etc.
14. Maintain an organized filing system that includes forms, documents, files, and data.
15. Organize special events and official visits as needed
16. Answer or refer walk-in inquiries
17. Active member of International Student Records Management unit
18. Participate in profession development programs to expand knowledge of international students and their cultures
19. Maintain a supportive working relationship with supervisor and OIE co-workers
20. Initiate entries in FSAatlas to document all communication with OIE clientele
21. Understand and abide by student confidentiality rules

12. Student Receptionists
   Reports to Admissions & Immigration Coordinator (Shirley Vetter)

a. Assist Business Manager with special projects
b. Assist receptionist with principle duties when needed and act as replacement when receptionist is absent
   1. Assist and direct students, faculty, and visitors with questions and problems as needed
D. STAFF COMPOSITION AND VITAE

a. Composition by Ethnicity/Race and Gender

The gender and ethnicity/race of OIE’s 25 employees are as follows:

- Male: 4
- Female: 20
- White/non-Hispanic Caucasian: 20
- Asian/Asian American: 3
- Hispanic: 1

b. Vitae
Dallas Kenny, PhD
Director of International Education
University of Nebraska - Kearney

SUMMARY

- Managerial experience in global education at large public, private, Ivy League, and Liberal Arts institutions of higher learning (staff of 30 and a $10 million budget).
- Successfully created, and managed major global education initiatives related to:
  - Study abroad
  - International recruitment
  - Campus globalization
  - Global alumni development and international fundraising
  - Admissions-related summer camps for international high school Juniors
- Forged successful strategic corporate/community partnerships with international companies and governmental bodies in support of innovative higher education programs.
- Fulbright scholar with extensive experience and proficiency in non-Western languages and cultures and author of a book and articles in the field of Arabic linguistics.

EDUCATION

PhD Near Eastern Studies, University of Michigan – Ann Arbor, 1993
MIS School of Information, University of Michigan – Ann Arbor, 1993
MAT School of Education (Bilingual Pedagogies), Wayne State University, 1986
BA Near Eastern Studies, Wayne State University, 1984

EMPLOYMENT HISTORY

July 2009 - present Director of International Education
University of Nebraska - Kearney

2008-2009 Associate Vice President for Global Programs
St. John’s University, Queens, New York

2007 - 2008 Director of International Programs
University of Pennsylvania, School of Arts and Sciences/College of General Studies, Philadelphia, Pennsylvania

2004-2007 Dean of International and Experiential Education
College of Saint Benedict/Saint John’s University, Collegeville, Minnesota

1998-2003 Associate Provost for Global Education
Director, Foreign Language Technology Center (an academic support unit for some 100 world language and Area Studies faculty and over 3000 students)
Wayne State University, Detroit, Michigan
LANGUAGES

Native: English
Fluent: Arabic – Modern Standard, Gulf, and Egyptian dialects
Conversant: Japanese

AWARDS AND HONORS

• Fulbright-Hayes Dissertation Research Award (1990-1991)
• Fulbright I-E Grant (1990-91)
• Fulbright Commission Research Travel Award for Morocco (1991)
• Center for Arabic Study Abroad (CASA) Fellowship (1987-88)
• University of Michigan George and Celeste Hourani Fellowship (1991-92)
• University of Michigan Ernest Abdel-Massih Award for Excellence in Arabic (1989)
• University of Michigan Rackham Doctoral Research Grant (1989-90)
• Center for Arabic Study Abroad (CASA) Fellowship (Summer 1984)

HONORARY SOCIETIES

Phi Beta Kappa

PUBLICATIONS

Books and Chapters


Shirley J Vetter  
International Admissions and Immigration Coordinator

State of Nebraska  
Brucellosis Laboratory - State Capitol - Lincoln, NE  
**Mail Clerk and Sample Specialist:** Duties included opening and testing of blood samples for cattle in State of Nebraska for State mandated testing of brucellosis. Left position to return to Dawson County, NE with husband.

Fin Fur & Feathers  
North Washington Street - Lexington NE  
**Owner Operator:** Full Line Pet & Pet Supply Store: Duties included purchase and sale of pets, i.e., cats, dogs, fish, birds and small animals along with full line of pet supplies. Closed store and returned to Lincoln for husband’s schooling.

City of Lincoln  
Housing Authority - 5700 R Street - Lincoln, NE  
**Intake Associate, Cashier, Inspector Secretary and Secretary to LHA Attorney:** Duties included accepting applications for low income housing of elderly and low income families in accordance with H.U.D. guidelines. Receipt and balancing of payments, scheduling and documentation of inspections for properties/recipient. Secretary to LHA Attorney included processing of all legal matters which LHA were involved in including but not limited to evictions, actions against owners of leased property, and preparation of audits and reports to the Omaha Housing and Urban Development (HUD) Office in accordance with Federal and State Regulations. Left position to relocate to New Mexico.

America Automobile Association  
San Pedro Ave - Albuquerque, NM  
**Purchasing Agent and Secretary to General Manager:** Duties included purchase of all supplies, vehicles and furniture for all AAA operation Head Office and five (5) branch offices located throughout the state. Prepared and executed all correspondence, contracts and leases for General Manager which included member agreements and station vendor contracts. Left position to relocate to Kansas for husbands new job opportunity.

Brad T Miller & Associates  
Topeka, KS  
**Secretary to General Manager and five licensed Financial Planning Associates:** Duties included documentation and review of finances and preparation of applications for clients in regard to insurance, savings, and stock and bond purchases to enable financial security of clients and families. Left position for career advancement.

Commerce Bank & Trust  
Topeka, KS  
**Secretary to Chairman of Board and Vice President of Commerce Bank and Trust:** Duties included scheduling bank customers regarding accounts, loans, and financial activities with bank. Preparation of quarterly and annual reports in compliance with State of Kansas banking laws. Left position to return to Nebraska.
Valley Wholesale Floral 1991-1996
2133 Cornhusker Hwy - Lincoln, NE
Owner Operator: Wholesale non-perishable floral supply house serving nine state radius employing 11 staff. Duties included bookkeeping, sales, promotion and day to day operation of warehouse. Closed the business due to illness and death of partner.

University of Nebraska Lincoln 1996-2005
5700 R Street - Lincoln, NE
Receptionist: (1.5 yrs.) Duties included welcoming of all visitors to Office for International Affairs on the UNL Campus for International Student Services and Study Abroad Offices housed in same building.
Immigration Specialist (8.5 yrs.): Duties included but not limited to the preparation and organization of F-1 and J-1 international student population files, immigration documents in accordance with appropriate guidelines and preparation of annual reporting in accordance with Federal Guidelines. Primary participant in the implementation and daily operation of the federally mandated SEVIS database for international student population of approximately 1600 students/scholars. Left position to advance career to International Admission

University of Nebraska Kearney 2005-2007
Welch Hall – Kearney, NE
International Admission Specialist: Duties included the establishment of the first UNK International Admission Office for all English Language Institute and undergraduate international students in accordance with F-1 and J-1 international student federally mandated guideline and UNK criteria for admission. This included the establishment of procedures, policies and files for all past, current and incoming international students. Left position for advancement opportunity to learn H1B and LPR visa petitions requirements at request of UNL.

University of Nebraska Lincoln 2007 - 2009
5700 R Street - Lincoln, NE
Staff Assistant to Associate Dean of International Affairs and UNL Special Assistant General Counsel for Immigration Law: Duties included significant responsibility in compiling information and documentation for UNL visa sponsorship of H1B international staff members. Submission of petitions, tracking, notification and appropriate reporting to university community, staff members and agencies as required. Sponsorship was required to be consistent with university policies and with applicable state and federal laws and regulations. Left position to return to UNK to update & increase functioning in International Admission Office and Student Service Office at request of UNK.

University of Nebraska Kearney 2009-Current
Welch Hall – Kearney, NE
Admission & Immigration Coordinator: Duties include: Oversee admission of English Language Institute and undergraduate international applicants according to UNK admission requirements. Oversee training and preparation of required F-1 and J-1 documents in accordance to USCIS regulations; maintaining student files and databases of both University system and USCIS Student and Exchange Visitor System (SEVIS). In accordance with Federal Register 8 CFR § 214.2(f) Act as Primary Designated School Official and Alternate Responsible Officer for
USCIS immigration purposes. Advise international students on cultural adjustment to life in USA and appropriate immigration regulations. Plan and coordinates programs, workshops, support services and mandatory registration or reporting for international students. Act as a liaison between international students, government agencies, and university offices. Issuance of immigration documents for both F-1 and J-1 visa holders. Including work authorization, extensions and any benefits entitled to visa type of student or exchange visitor. Oversee and manage H1B visa & LPR petitions and actively exercise professional judgment to advise and counsel international faculty/scholars on all aspects of their stay in the USA, while also ensuring university compliance with federal monitoring and reporting requirements. Ensure federal immigration compliance through understanding of and adherence to all applicable federal visa and labor regulations. Other duties as assigned by the Director for International Education.
Ann Marie Park, M.A.
Coordinator – Study Abroad
Office of International Education
University of Nebraska-Kearney
parkam@unk.edu

ACADEMIC BACKGROUND

**School for International Training**
M.A., International & Intercultural Management
Thesis: Motivation, Values & Influence: The Study Abroad Dilemma

**The Goethe Institute**
German as a Second Language

**University of Nebraska at Kearney**
B.S., Psychology / Japanese & International Studies

**Sapporo University**
Japanese as a Second Language

**University of Nebraska at Lincoln**
General Studies

ACADEMIC EXPERIENCE

**University of Nebraska-Kearney**
Study Abroad, Coordinator

1. Directs the operation of the Office of Study Abroad.
2. Supervises one Graduate Assistant & two Work-study students.
3. Coordinates X bilateral exchange programs, X unilateral, and 3 faculty-led semester abroad programs.
4. Works with matters related to health and safety including pre-departure orientation program director training, and student and program director handbooks.
5. Administers and advises students on programs in Asia, Europe, Australia, Central & South America during the summer, semester, and academic year terms.
6. Responsible for writing and editing publications and correspondence.
7. Manages a study abroad statistical database.
8. Consults with students on scholarship opportunities.
9. Responds to student inquiries via phone and email, files applications, schedules appointments.

Berlin, Germany
Completed – 2000

Kearney, Nebraska
Graduated - 1992

Sapporo, Japan
Completed - 1990

Lincoln, Nebraska
1986-1989

Brattleboro, Vermont
Graduated – 2005

Kearney, Nebraska

May 2001 – present
10. Administers three group semester-based programs.
11. Designs and maintains the Study Abroad website.
12. Schedules and administers all study abroad promotion via posters, email, classroom visits, study abroad tables and fairs.
13. Assembles and monitors a comprehensive UNK study abroad student list including third-party faculty-led programs.
14. Sponsors a student organization Ambassadors of International Study (AIS).

University of Nebraska at Lincoln
Program Assistant
- Processed international student applications
- Completed INS documentation
- Administered the TOEFL Exam
- Maintained international student files and Programs in English as a Second Language (PIESL) department budget

Bilingual Language Institute
Curriculum Advisor
1994
- Administered placement exams for new students
- Assessed new student study regime and Instructor assignment
- Acted as translator/liaison between instructors and staff
- Instructed individual/classroom lessons in conversational English

ACADEMIC PRESENTATIONS
Topic: Managing a One-Person Office
N.M.
NAFSA Region II Conference
Albuquerque, New Mexico
2009

ACADEMIC & INDUSTRY MEMBERSHIPS
National Association of Foreign Student Advisors (NAFSA)
NAFSA / Region II – Officer
Honors Society for International Scholars - Phi Beta Delta
International Studies Advisory Committee
2001-present
2006-2009
2004-present
2008-present

PROFESSIONAL EXPERIENCE
DDS/PSINet
Consultant
- Instructed end-user classes at clients’ sites (BASF, Pillsbury)
- Data-populated client systems
- Designed sessions for training purposes

Marasco Newton Group
Junior Consultant
Minneapolis, MN
May 1999- Sept. 2000
Arlington, Virginia
June 1997-April 1999
• Assessed, designed, developed, and conducted training sessions
  (Office of Emergency Response/ U.S. Govt. D.O.T.)
• Assisted in the design of state pipeline maps using G.I.S. (U.S. Govt. D.O.T.)
• Coordinated and organized an Inter/Intra/Extranet Conference
  (U.S. Govt. E.P.A.)
Diane J. Longo
Coordinator, English Language Institute
1104 East 56th Street Unit #32
Kearney, NE 68847
308.237.7434
longod@unk.edu

EDUCATION:

1994: M.A. in Education; (Reading), University of Nebraska – Kearney
1983: Teaching Certificate (English and Biology Grades 7-12),
    University of Nebraska – Lincoln
1981: B.S. in Dental Hygiene, University of Nebraska Medical Center

EXPERIENCE:

1997- present: Coordinator of the UNK English Language Institute (Supervisor of 12
    instructors and 130 students per semester)
1996-1997: Antelope Bookstore (Graduation Supervisor / Sales)
1994-1995: Paraprofessional for the 6th Grade, Emerson Elementary School
1987-1988: Student Activities Director, Benedictine College, Atchison, Kansas
1986-1987: Library Supervisor, Benedictine College, Atchison, Kansas
1983-1985: Junior High Science and Math Teacher, St. Mary’s School, Lincoln, NE
1981: Dental Hygienist, Dr. Mack Greder, DDS, Omaha, Nebraska

UNIVERSITY SERVICE:

2011 – present: Member of CARE (Concerning and Risky Events) Committee
2010 – present: Work with Kearney Literacy Council to offer ELI scholarships
2010-2011: Served on the ESL China Committee / Conversation & Culture program
    in targeted Chinese high schools
2010- present: Member of SAC (Student Affairs Committee)
2010: Served on the SAE (Summer Advising & Enrollment) Committee
2010: Served on the Program Review team for the Office of Multicultural Affairs
    April 12 – 13, 2010
    Served on the Program Review team for the Writing Center
    April 22 – 23, 2010
2009 - 2011: Member of International Student Scholarship Committee
2009: Served on the International Education Week Committee
2008 – 2009: Member of Enrollment Management Council
2008 – present: Served on a variety of Search Committees
2006 – 2008: Member of Nebraska Commission on the Status of Women (Gubernatorial
    appointment)
2006: Delivered a speech at the NCN Departure Ceremony in Tokyo, Japan
2004 – 2008: Member of Phi Beta Delta, Epsilon Omega Chapter

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COMMUNITY ACTIVITIES:
2003- present: St. James Catholic Church Community Life committee member
1998-1999: Reading Committee, Kearney Catholic High School
1994-1997: YMCA Board Member
1996-1997: YMCA New Membership Activities Committee
1996-1998 G.O.L.D. Committee member for Kearney Catholic High School

AWARDS:
2009 : University of Nebraska Board of Regents Kudos Award
2007: Staff Senate Department of the Month Award to English Language Institute (ELI) program

PRESENTATIONS:
2012: Presented a paper at the 16th annual Shepard Symposium at the University of Wyoming
      Topic: International Students on American Campuses: Boxes Abound, Ways to Dismantle the Boxes
2012: Presentation to Academic Peer Tutors at the UNK Learning Commons
      Topic: Helping International students with academic difficulties
2008 - 2009: Presentation to Department of Communication Disorders graduate students
      Topic: Assessing the language difficulties of ELI students
Objective
Utilize my skills and experience while providing an opportunity for career growth.

Experience
July 2011 - Present
Application & Records Evaluator
- Campus Solutions training, create new web application for ELI
- Provide access, maintenance in fsaATLAS
- Process applications, approve documents, admit
- Create I-20’s & admission letters
- Create spreadsheets for new arrivals, continuing students, biographical information

July 2010 – June 2011
Records Management Assistant
- Assisted Enrollment Coordinator and Immigration Coordinator with application processing
- Data Entry and Recording
- PeopleSoft training, expertise and oversight

Dec 2008 – June 2010
Office Associate
- Assisted visitors to the building and directed them to offices
- Created folders for new Intl arriving students
- Assisted Intl Student Services Coordinator
- Assisted Enrollment Coordinator with spreadsheets, admissions

August 2003 - Present
Eaton Corporation Kearney, NE
Lead Clerk
- Schedule tooling changes daily to be processed and ready for current and future forgings in a four week window
- Create and enter new Manufacturing Orders of tooling, enter completed tooling, and End of Runs in the PACS database to maintain a current dispatch daily and weekly
- Order tool steel from an outside source on a weekly basis to ensure availability for the Tool Room and Gear Lab while working within the budget
- Complete Gear Purchase Order Acceptance with the Purchase Orders by verifying costs,
payments, mode of transportation and matching revision levels of blue prints with the customer, PACS database, Product Center and Quality files
• Maintain PACS Engineering Database. Activities include, but are not limited to: enter and maintain part numbers for production prints and forge tooling; initiate production routings from Request For Cost; generate and maintain bills of material and routings for all production parts and tooling components; and perform special PACS functions such as creating generic routings for forge tooling
• Originate Process Change Requests. Log in all new PCR’s, assign PCR tracking numbers and facilitate weekly meetings. Track PCR’s through the system, verifying that all work has been completed, responsible for all routing changes and any issues that may arise concerning routings
• Track Engineering Change Notices. Log ECN’s into database and track their circulation through the required signoffs. Coordinate changes made to gear production parts and forge tooling and distribute resulting information to appropriate departments. Change revision level of blueprint in the PACS database
• Maintain Gear MRR database. Perform special data searches and prepare reports as requested by supervisors. Generate monthly reports.
• Compile all month end data; prepare and distribute reports.
• Purchase office supplies and miscellaneous items for five departments
• Coordinate meetings, 5S Shine days (cleaning) in the office, gear and valve sort, lunches for Kaizen events and customer visits
• Designed and obtained bids for new Gear office furniture and remodeling project
• Team member of Dr. Health

October 1998 – August 2003 Coleman Powermate, Inc.; Kearney, NE
Engineering Document Coordinator
• Maintain JBA system. Enter and maintain 62,000 part numbers and model numbers for finished products
• Create, research and maintain Bills of Material, routings and structures for all production parts and completed units
• Create, track routing, and release Engineering Change Notices
• Schedule weekly ECN meetings with Materials Manager, Master Scheduler, and Drafting Supervisor
• Copy, maintain revision levels on JBA, and distribute blueprints to production departments with the released ECN’s
• Assign new part numbers, ECN numbers, and crib numbers, while maintaining separate logs in Excel
• Create and maintain a daily ECN report to the Design Engineer Manager
• All tasks are at the direction of five Design Engineers and one Manufacturing Engineer

June 1997 – October 1998
Line Leader
• Facilitated production line of eight people
• Assembled parts and packaged generators
• Carried out duties as required

April 1988 – June 1997
Supervisor & Associate
• Worked on production line for three years, building generators and pressure washers and trained in other departments
• Supervised and trained 25 employees in assembling, testing, and packaging generators and pressure washers for six years
• Collaborated with line leaders on a daily basis to meet required quotas
• Interviewed and screened potential employees
• Evaluated performance appraisals for twenty-five employees at 3 months, 6 months and on an annual basis
• Recommended employees for higher positions based on performance appraisals
• Coordinated with shift supervisors continually to meet daily quotas

Education
UNK – Undergraduate Class in Psychology
Differences, Why Diversity Matters
Completed Leadership and Supervisor Classes Offered Coleman Powermate, Inc.

Skills
PC skills including Microsoft Word, Excel, Power Point, Access and Publisher
Working knowledge of JBA (AS400) SYSTEM 21 and PACS System (AS400)
Excellent verbal and written communication skills
Accurate typing and data entry skills
Ability to prioritize diverse tasks/responsibilities
Excellent organizational skills
Bonnie Payne
International Outreach Coordinator

EXPERIENCE

2009 – Present University of Nebraska at Kearney Kearney, NE
International Outreach Coordinator

- Plan and coordinate activities related to marketing and advertising.
- Publish global newsletter
- Develop and maintain International Education web pages
- Develop and update International Education brochures, fliers and other printed promotional materials.
- Develop recruitment videos in native languages.
- Research and implement advertising opportunities through print, web, social media and other sources.
- Oversee developing and maintaining formal partnerships with global partner institutions, recruitment agencies and private interest groups overseas.
- Manage initial admissions inquiries and utilize contact management software to communicate periodically with prospective students and alumni.
- Coordinate International Friendship Program, marketing program to international students as well as individuals and families in Kearney area. Provide guidelines and large group activities for program participants.
- Create and enforce protocols for VIP visits.
- Act as liaison between Office of International Education and other campus departments and outside organizations, assisting with intercultural communication issues and responding to requests for information and presentations that promote UNK global programs and cultural diversity on campus and in the community.
- Chair James E. Smith Midwest Conference on World Affairs Executive Planning Committee. Oversee all “behind the scenes” coordination of the annual conference.
- Coordinate English Teachers Abroad program, acting as liaison between Nebraska educators and public or private schools in foreign countries who want visiting teachers to teach English and American Culture.
- Assist Director of Office of International Education with fundraising initiatives.

2004 – 2009 University of Nebraska at Kearney Kearney, NE
Campus Events and Reservations Coordinator

- Plan, coordinate and approve extracurricular and public events held in campus facilities by campus, community, state and national organizations
- Act as liaison between university and those hosting events on campus
- Advise customers concerning availability of facilities, policies governing their use, coordinating set up and preparation needs, coordinating support requirements with offices such as Chartwell’s, Public Safety, Athletics, and the Kearney Visitor’s Bureau
- Utilize scheduling software to schedule and reserve space for all noncredit-bearing events and activities, develop and produce activity and usage reports, summarize events and provide accurate information for good decision-making regarding future events
• Obtain and review appropriate contractual agreements and insurance coverage for events and develop policies, procedures and processes for scheduling noncredit-bearing activities
• Serve as university representative on hand for larger events to monitor the conduct of the events and ensure successful outcomes and customer satisfaction
• Supervise three Event/Move Technicians and other event staff
• Manage Campus Events and Reservations revolving account used for receipt of facility fees, support staff fees, equipment rental and the purchase of necessary materials and equipment

1999 – 2004 University of Nebraska at Kearney Kearney, NE
Secretary to the Vice Chancellor for Academic Affairs
• Secretary/receptionist duties
• Oversaw several budget accounts
• Researched and designed original Power Point presentations for Chancellor and Vice Chancellors to use at Board of Regents and other meetings
• Completed procedures for notifying and consulting with students concerning academic probation, warning, and suspension
• Coordinated events such as advisory committee luncheons, new faculty orientation, Alumni outreach events
• Supervised student workers

1993 – 1999 University of Nebraska at Kearney Kearney, NE
Temporary Secretary
• Dean of Education, Departments of English and Chemistry, Senior Vice Chancellor for Academic Affairs

1989 – 1993 University of Nebraska at Kearney Kearney, NE
Department Secretary, Chemistry Department
• Secretary/receptionist duties
• Oversaw numerous budgets and grant accounts
• Hired and supervised numerous student workers
• Transitioned office from Apple IIE to latest Macintosh computers
• Computerized numerous databases, budgets and reports that were previously on paper
• Coordinated annual Don Fox Lectureship and banquet
• Created and designed departmental brochures and annual newsletters

EDUCATION
Bachelor of Science in Music Business, Kearney State College (1984)

AFFILIATIONS/ACTIVITIES
Kearney Family YMCA Board Member (2009 – present)
PEO Chapter AS – President, Corresponding Secretary, Recording Secretary, Vice President, Chaplain
Kearney Evangelical Free Church – participate in worship ministry
Nebraska Walk to Emmaus – musician, speaker, director
Nebraska Chrysalis – board member (2009 – 2011), musician, speaker, director
Via De Cristo Prison Ministry – musician, speaker
Platte River Jazz combo – bass guitar and vocals

AWARDS/HONORS
Leadership Kearney (2008 – 2009)
University of Nebraska KUDO Award (2005)
MARIA CAMILA PARRA

4216 Indian Road
Kearney, NE 68847
(903) 576-3718
camilaparra86@hotmail.com

EDUCATION

University of Nebraska at Kearney
Bachelor of Arts May 2011
Majors: Economics/International Studies
GPA: 3.8/4.0
Magna Cum Laude Honors Graduate

OBJECTIVE
Obtain an entry level position in an international environment where I can utilize my knowledge, education, and personal skills to contribute and support a variety of activities in a University level assisting international students.

RELEVANT EXPERIENCE

Enrollment and Recruitment Specialist, Office of International Education, University of Nebraska Kearney 2011 – Present

• Processed incoming applications for over 200 prospective international students
• Created and executed International Student orientation regarding cultural aspects for new international students in a university setting.
• Presented an informational review of international student participation on a higher education level, including question and answer session for the Collegiate Leadership Development Program (CLDP) for the United States Hispanic Leadership Institute (USHLI).
• Established new partnerships for international student mobility in countries like Mexico and Colombia.
• Served in the university committee for Student Success 2011-2012 as the representative for the Office of International Education.

International Student Ambassador/Recruiter, Gimnasio Colombo Australiano Bogota, Colombia Summer 2011

• Provided students with extracurricular activities in writing, reading, and speaking to enhance their English skills
• Developed and participated in the High School student parent conference promoting advanced study in higher education opportunities in the United States

OTHER EXPERIENCE
Student Assistant, Calvin T. Ryan Library University of Nebraska Kearney 2006 – 2011
Acquisitions/Accounting Department
• Utilize organizational skills for receiving and verifying shipments from publishers
• Accurately receipt accounts payable within the institution accounting data base (ASAP)

Circulation Department
• Develop leadership skills through training and supervising new student workers
• Organize and arrange library material
• Enhance communication and problem solving skills when assisting and directing patrons to appropriate library services

Cashier, Compass Group University Dining Services 2007 – 2011
• Processed customer transactions in appropriate receipt data base
• Developed strong interpersonal skills through interactions with a diverse customer base of university community, including students, employees, and administration

LANGUAGE SKILLS
• Written and oral fluency in Spanish and English
• Reading proficiency in French and beginner level Japanese

OTHER SKILLS
• Microsoft Office (Word, PowerPoint, Excel)
• Work effectively with multicultural individuals and groups
• Successfully manage multiple, detailed tasks
• Strong verbal and written communication skills

HONORS & ACTIVITIES
• Outstanding Senior of the Year for International Studies 2011
• International Student Association Vice-President 2010-2011
• Excellence in Academic and Leadership Award, Office of Multicultural Affairs, 2007, 2008, and 2011
• Outstanding Junior of the Year in Economics 2008-2009 and 2009-2010
• International Student Association Secretary 2007-2008
• Phi Beta Delta, International Honor Society for International Scholars, member 2007

Camila Parra was born in Bogota, Colombia and moved to Kearney, NE six years ago to improve her English and later, decided to stay for her undergraduate studies.
Job description: Enrollment and Recruitment Specialist:
Reports to Admissions & Immigration Coordinator (Shirley Vetter), and Outreach Coordinator (Bonnie Payne)

a. Assist Application and Records Specialist with application processing tasks [50%]
   i. Tracking and processing applications from arrival to completion
   ii. Executing application checklist procedures and soliciting missing application material
   iii. Communicating with applicants as needed
   iv. Inputting accurate application and enrollment data in the appropriate enrollment management systems and database
      a. Assist in generating reports from this data
   v. Understand and abide by student confidentiality rules
   vi. Initiate entries in FSAatlas to document all communication with OIE clientele

b. Assist Outreach Coordinator with tasks [40%] related to:
   i. Student recruitment campaigns
      a. Marketing, advertising and planning
      b. Inquiry Contact Management
         i. Inputting inquiry data and producing statistical reports
   ii. International alumni services – use email, web and social media to maintain:
      a. Disseminate information on UNK
      b. Participation opportunities
   iii. Coordinate student recruitment campaigns in markets designated by OIE Director
   iv. Initiate and help manage relationships and agreements with partner institutions and agencies abroad in regions designated by the OIE Director
      a. Collaborate with Study Abroad Coordinator as needed when exchange agreements involve outgoing students

c. Assist with front desk reception functions as assigned by Admissions and Immigration Coordinator [10%]
d. Understand and abide by student confidentiality rules
EDUCATION

Business Administration, Marketing Emphasis, University of Nebraska at Kearney
- Bachelor of Science, Graduated December 2010
- GPA 3.8/4.0

Animal Science and Business Administration, Chung-Ang University, Seoul, South Korea
- Attended 2003 to 2007
- GPA 3.7/4.5

PROFESSIONAL EXPERIENCE

Korean-Asian Recruitment Support Specialist, UNK, Kearney, NE August 2011–Present
- Create and implement a position to focus on recruiting South Korean students:
  - 140 students have committed to attend UNK for the Fall 2012
  - 177 students were recruited at UNK for the 2011 – 2012 academic year
  - 26 students arrived Summer 2011 & 2012 for English Language Institute classes
- Develop 23 new partnerships with South Korean universities and high schools
- Coordinate the 1+3 program, students will attend a South Korean university for one year and UNK for three years
- Develop three new programs for 2011 & 2012: an Internship Program for South Korean students and the Language, Cultural Summer Camp at UNK for South Korean middle school and high school students, and the Hanyang University Faculty-led Program
- Build strong relationships with representatives of South Korean universities and high schools
- Develop the UNK contact of academic cooperation with South Korean universities and high schools
- Develop the blog, www.cyworld.com/I Love Nebraska, to provide South Korean students with information about UNK, Kearney, Nebraska, etc
  - Approximately 15,120 prospective students have visited the blog since January 2011

Office Assistant and South Korean Liaison, UNK, Kearney, NE Fall 2010–July 2011
- Assisted the staff members and the director of Office of International Education
- Researched the educational markets of South Korea by contacting directly South Korean universities and high schools and using the numerous sources through Internet.

Tutor for Accounting, Finance, and Economics, UNK, Kearney, NE Spring 2010–Fall 2010
- Strengthened comprehension in accounting, finance, and economics
- Enthusiastically helped students improve their learning skills and academic performance
- Established good relationships with students
Intern, Nebraska Firefighters Museum and Education Center  
Summer 2010
- Became proficient at analyzing market trends and developing accurate forecasts
- Determined how visitors heard about the museum and how to increase visitors
  - Developed a system to keep an accurate count of visitors
- Worked with a team to organize the Junior Firefighters’ Boot Camp
  - Approximately 40 children came to this camp for the one-day activity
- Used interpersonal skills to develop rapport with visitors to make them comfortable

Participant, Nebraska Firefighters Museum and Education Center  
Spring 2010
- Research and presentation selected by the College of Business and Technology board members as the runner-up of the Kay Payne Case Competition
- Analyzed marketing mix and market characteristics
- Developed advertisements for TV, Radio, Billboard, and Newspaper

Participant, Buffalo County Economic Development Council  
Fall 2009
- Research and presentation selected by the College of Business and Technology board members as the winner of the Kay Payne Case Competition
- Developed market research and conducted telephone surveys with a team
- Prepared marketing research report so the client could understand the economic impact of the Buffalo County area’s non-profit organization

Secretary, National Veterinary Research & Quarantine Service  
March 2005–March 2007
- Served the South Korean government for military service
- Delegated tasks to other employees to ensure all work was completed on time
- Developed office skills: typing, filing, customer service

HONORS and AWARDS
- UNK Dean’s Academic Excellence Award: 2009 and 2010
- Selected as a member of Beta Gamma Sigma: Honor Society for Top 7% of Class
- Graduated Magna Cum Laude from UNK
- Selected as one of the Marketing Program’s Outstanding Graduates in 2010-2011

COMMUNITY ACTIVITY
- Advisor, Korean Student Association Kearney (KSAK) and UNK Rotaract
- Member, Rotary Dawn Club in Kearney and Phi Eta Sigma (National Honor Society)
- Member, Christian Student Fellowship and Chi-Alpha
- Volunteer, Habitat for Humanity in Kearney and Kearney Humane Society

SKILLS
- Bilingual in Korean and English
- Broad International Experience: Have visited 16 Countries
- Proficient in Microsoft Office: Word, PowerPoint, and Excel
- Racquetball gold medalist at Cornhusker State Games in 2010
Barb Estes

Professional Experience

**Prince of the Road**

*Dispatch*

*Kearney, NE* 2010 – Present

- Use strong customer service skills to provide transportation for various agencies
- Create an accurate schedule for approximately 30 drivers throughout the state on a daily basis
- Utilize multi-line phone system as well as agency computer system to track daily transportation runs

**JC Penney**

*Sales Associate*

*Kearney, NE* 2005 – Present

- Consult with customers regarding their purchasing decisions and complete sales transactions

**UNK Athletic Department**

*Kearney, NE* 2006 – Present

- Greet customers, sell tickets and maintain an accurate cash drawer during Loper sporting events

**Boys and Girls Home**

*Foster Care Quality Assurance Specialist*

*Kearney, NE* 2009 – 2010

- Utilized strong organizational skills to track foster care placement dates for the state of Nebraska
- Gathered necessary paperwork to assure the correct foster care payments were made to all foster families
- Updated and tracked data in several computer systems
- Member of a team that completed Child and Family Service Reviews on a quarterly basis

**Region 3 Behavioral Health Services**

*Continuous Quality Improvement Coordinator*

*Kearney, NE* 2002 – 2009

- Performed Quality Assurance state ward file reviews for the Integrated Care Coordination Unit, ensuring that all required contacts were being made and properly documented
- Conducted audits with sub-contracted agencies to ensure treatment recovery services were being utilized
- Reviewed goals for each program and wrote reports to reflect each program’s progress

**Integrated Care Coordinator**

*2001 – 2002*

- Case management for youth and families involved with the Department of Health and Human Services
- Prepared Case Plan and Court Reports, and presented these reports for review in court
• Facilitated monthly team meetings with youth, families and informal and formal supports

**Mid Nebraska Community Action Head Start**  
*Program Manager / Parent Involvement Coordinator*  
Kearney, NE  
1992 – 2000

• Recruited, hired, trained, and managed teachers and family service assistants in four Head Start Centers
• Managed budget for four Head Start Centers, prioritizing services in a fluctuating economic environment
• Provided leadership in goal setting sessions with parents and provided referrals for other services

**Education**

**University of Northern Colorado**  
Masters Degree – Multihandicapped Education, August 1980

**Kearney State College**  
Bachelor of Science in Education – Special Education, December 1974

**Community Involvement**

**UNK Athletics Department**  
Kearney, NE  
2008 – 2011

*Women’s Walk Steering Committee Member*  
• Participate in planning and execution of a large fundraising event to benefit women’s athletics at UNK

**University of Nebraska Kearney**  
Kearney, NE  
2009 – 2011

*Alumni Board Member*  
• Conduct interviews as a part of the “Outstanding Senior” award selection process
• Plan alumni social events and participate in meetings to prioritize fund allocation in the budget
SECTION IV: INSTITUTIONAL AND COMMUNITY CONTRIBUTIONS

A. UNIVERSITY COMMITTEES

OIE staff are members of, or regularly attend, the following UNK committees:

- Enrollment Management Committee (EMC)
- New Student Enrollment (NSE)
- Student Affairs Committee (SAC)

The OIE Director works with and/or makes recommendations to the following committees:

- General Studies Council
- Dean’s Council
- UNK Cabinet
- OIE Faculty Advisory Board

• The Marketing and Recruitment (Outreach) Coordinator serves as Chair of the Executive Planning Council for the James E. Smith Midwest Conference on World Affairs.
• The Korea-Asia Recruitment specialist is the sponsor of the Rotaract student organization, which is the Rotary International organization for college students. He also is the sponsor of the Korean Student Association of Kearney.
• The Enrollment and Recruitment Specialist serves on UNK Committee for Student Success

Study Abroad Coordinator:

Has been a member of the International Studies Advisory Board since its inception and look forward to creating pathways which connect to the Office of Study abroad. Unfortunately, the number of tasks currently requiring the Coordinator’s attention within the Office of Study Abroad leave little time for additional outside committee involvement.

ELI Coordinator:

Serves on two university committees. SAC (Student Affairs Committee , 2011 - present) which is chaired by Dr. Joseph Oravecz, Dean of Students meets once a month. CARE (Concerning and Risky Events, 2011 - present) which is chaired by Dr. LeAnn Obrecht, Director of Counseling Care meets once a week, every Monday afternoon during the semester.

B. DEPARTMENTAL COLLABORATION AND PARTNERSHIPS

OIE works closely with the following departments, programs, businesses, administrators, and administrative bodies to advance study abroad, internationalization of the curriculum, campus globalization, and the international student success:

a. Modern Languages
b. Academic Advising  
c. Residence Life  
d. Counseling and Health Care  
e. Computing and IT (orientations)  
f. Registrar and Chairs (Agreements)  
g. Dean Council  
h. General Studies Council  
i. UNK colleges (periodic individual meetings with each of the four Deans)  
j. Department Chairs  
k. Finance Office and Business Office  
l. Office of the SVCASA  
m. Office of the Chancellor  

Study Abroad Coordinator: Collaborating with varying departments across campus in the past has been in support of Study Abroad events and to promote study abroad opportunities within various academic disciplines and at Departmental meetings within each College. In creating a General Studies-based UNK Semester Abroad program, close dealings with individual academic departments is also required.

3. Admissions Office  
4. Finance Office  
5. Office of Financial Aid  
6. Office of Student Records  
7. Residential and Greek Life  
8. Nebraskan Student Union  
9. Department of International Studies  
10. Department of Modern Languages  
11. Department of English  
12. Department of History  

ELI Coordinator:  
Diane Longo and Tracy Falconer, an ELI Educator, work with the Learning Commons (2012 – present) to share insights and advice on how to deal with international students and their academic difficulties. Diane and Tracy hold workshops to train peer tutors.

C. INSTITUTIONAL AND COMMUNITY CONTRIBUTIONS

According to the 2003 Open Doors report of the International Institute of Education (IIE), international students in Nebraska contribute over $71,000,000 for tuition, fees and living expenses to the economy of Nebraska. In Kearney, international students contribute $6,700,000 to the local economy. As an Office, OIE has contributed its resources, expertise, and energy to a number of projects, organizations and programs that has enhanced the international understanding and awareness in and outside of our UNK campus:

i. World Affairs Conference – OIE leads this effort with the support of a faculty steering committee.

ii. International Friendship Program – has benefited Nebraskan families, particularly in Buffalo County. And has in return received assistance from
various organizations and businesses in the community

iii. International Sister Cities project – OIE has played a leading role in this effort, along with the Kearney Mayo and Chamber of Commerce.

iv. Advising International Students Organizations

v. Elementary and Secondary Schools – OIE sends UNK international students to speak at the schools about international issues and to encourage young people to learn about the world and study abroad.

vi. International Food Festival – serves an educates several thousand central Nebraskan residents every year.

vii. International Week – Enhances the awareness of the campus community of UNK’s international programs and resources

viii. Malaika Foundation – The OIE Director has historically served on the steering committee of this organization, which provides global education resources for Nebraskan teachers.


Presentations at Local Clubs and Organizations

1. Unity House, part of South Central Behavioral Services requested international students to come speak to an outpatient group. Students from Bhutan and Russia gave presentations during the Spring 2012 semester about their country, and the cultural differences and adjustments they had to make coming to Nebraska. It was well received and Unity House has requested that we continue the program in the Fall 2012 semester.

2. The International Outreach Coordinator lines up presentations with local service organizations, clubs and churches in order to recruit additional host families for the International Friendship Program and has students assist with the presentations. They speak about the program and answer questions related. Then, the opportunity is presented for the members of the audience to ask students questions about their country and culture and issues they have had adjusting to life in the U.S.

3. Part of the obligation of IREX students is to make presentations about their country on campus and in the community. The International Outreach Coordinator assists these students with lining up speaking opportunities in the community, again targeting service organizations and clubs.

UNK International Education Newsletter

One of the outreach efforts for the Office of International Education is to publish an International Education newsletter two to three times a year. The newsletter showcases the global initiatives and growth taking place on the UNK campus. It is distributed to nearly all departments and offices on campus, as well as key community members in Kearney. Frequently, the newsletter is distributed by recruitment specialists as they travel abroad and is also available on our OIE web pages.

Study Abroad Coordinator:

Giving back and sharing with the Kearney community is an area requiring additional attention. A goal to have the AIS student organization become more visible both on and off campus could take the form of entry in the homecoming parade, presentations in local elementary schools, community volunteering (Boy/Girl Scouts), presentations at Kearney High and Kearney Catholic.
Jayne Heimer, an ELI Educator, serves as the Advisor to an international student group, the Japanese Association at Kearney (JAK, 2009 - present). Jayne meets regularly with and advises 4-5 officers as they plan various festivals throughout the year, fundraising activities, crisis sessions (i.e. the tsunami of 2011), and graduation receptions.

Jayne Heimer also serves as the Coordinator for International Presentations at Local Schools (2003 – present). She works closely with both public and private school teachers who want international students and UNK Study Abroad Ambassadors to visit their classrooms and give presentations.
SECTION V: STUDENT SUPPORT DATA AND RESOURCES

A. UNK'S FUNDING MODEL FOR GLOBAL EDUCATION

Currently, 64% of OIE’s $1.2 million budget is provided by income from the ‘tuition’ fees charged by ELI to international students studying ESL (English as a Second Language). 62.5% of this amount is allocated for salaries, the remaining 37.5% constitutes OIE’s operating budget.

The remaining 36% of OIE’s budget is funded by a UNK state allocation. This UNK contribution is almost entirely salaries (only 2.3%, about $10,000 is for operating expenses). The Director has suggested that, in order to insure the stability of the Office of International Education and to maintain its vital student recruitment role, that this 64/36 funding ratio be reversed. This funding ratio is illustrated in the following budget illustration from 2011.

B. DEPARTMENTAL EXPENDITURES

Current Funding of Global Education at UNK

<table>
<thead>
<tr>
<th>OIE/ELI Contribution</th>
<th>FY 2012 Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>491,167</td>
</tr>
<tr>
<td>Operating</td>
<td>287,683</td>
</tr>
<tr>
<td>ELI Revenue</td>
<td>681,244</td>
</tr>
<tr>
<td>Revenue less expenses</td>
<td>-97,605</td>
</tr>
<tr>
<td>FY 2011 Carry over</td>
<td>188,579</td>
</tr>
<tr>
<td>FY 2012 bal. projection</td>
<td>161,588 (w/salary savings)</td>
</tr>
<tr>
<td>Projected FY2013 bal.</td>
<td>63,983 (w/salary savings)</td>
</tr>
<tr>
<td>Study Abroad Asst. Coord.</td>
<td>30,000</td>
</tr>
<tr>
<td>Application/F1 Visa Asst.</td>
<td>30,000</td>
</tr>
<tr>
<td>WAC staff</td>
<td>10,000</td>
</tr>
<tr>
<td>Revised FY2013 bal.</td>
<td>-6,017 (conservative est. based on low enrollment growth)</td>
</tr>
</tbody>
</table>

Operating Detail:
- OIE General Operating: 136,621
- Unit Operating Lines: 20,000
- Recruitment Trips: 49,500
- Marketing Expenses: 11,445
- English Teaching Abroad: 23,646
- Student Organization Support: 6,900
- Conferences: 13,307
- International Guests Visiting UNK: 1,000
- Study Abroad Estimated Shortfalls: 7,500
- Other (Faculty Dev Trip, Visiting Scholar Housing, WAC): 16,404
- Student temps: 1,360
- Total: 287,683

Study Abroad Estimated Shortfalls: 22,692.27

State Contribution:
- Salaries: 433,399
- Operating: 10,000
- Total: 443,399

To insure UNK financial stability, it would be prudent to reverse this ratio: 36% 64%

Global Education Funding Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>OIE-ELI</td>
<td>443,399.27</td>
</tr>
<tr>
<td>State</td>
<td>778,849.42</td>
</tr>
<tr>
<td>UNK</td>
<td>443,399</td>
</tr>
</tbody>
</table>

OPERATING EXPENSES

<table>
<thead>
<tr>
<th>Expense</th>
<th>FY 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Affairs Conference - State</td>
<td>2,589.41</td>
</tr>
<tr>
<td>International Student Services - State</td>
<td>3,908.58</td>
</tr>
<tr>
<td>International Admissions - State</td>
<td>1,993.43</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>22,692.27</td>
</tr>
</tbody>
</table>
C. ON-SITE SERVICES AND EQUIPMENT

Resources and Equipment:

Reception Area:
Benefits for International Students from the Front Desk:
1. Open from 8:00 am - 5:00 pm on weekdays.
2. Answer questions they have.
3. Answer their phone calls.
4. Help them in check-in upon arrival to UNK.
5. Provide correct information regarding the OPT, Social Security and other necessary paperwork.
6. Inform students of personal mail that may come to Welch Hall.
7. Make verification letters for students who need them.
8. Direct students to correct staff/personnel.
9. Provide a friendly environment to minimize missing home.

Lounge area:
Benefits for International Students from the facilities which are located in the lounge of the OIE office in Welch Hall:
1. Open from 8:00 am - 5:00 pm on weekdays.
2. Television which includes international and sports channels.
3. Use of computers for the check-in and to check their email.
4. Different kinds of brochures which provide valuable information for the international students, such as: Cheap ticket contact information to their hometown, career fair information, activities for international students as well as UNK campus wide events, etc.
5. DVD player where students can watch movies.

Computer Lab:
Benefits for International Students from the Computer Lab located in the basement of Welch Hall include:
1. Open from 8:00 am - 5:00 pm on weekdays.
2. E-mail
3. More than 10 computers available.
4. Multi-language input in the computers.
5. MSN, Yahoo and other social communication software to contact their families.
6. Web cameras and microphones for live chat with their families.
7. Printer is available for printing.

Small Seminar Room in Ockinga:

<table>
<thead>
<tr>
<th>NCN - Revolving</th>
<th>11,016.24</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELI - Revolving</td>
<td>22,910.35</td>
</tr>
<tr>
<td>Semester Abroad</td>
<td>1,393.31</td>
</tr>
<tr>
<td>International Study Tour China - Revolving</td>
<td>5,155.84</td>
</tr>
<tr>
<td>International Study Tour Peru - Revolving</td>
<td>1,636.08</td>
</tr>
<tr>
<td>Marketing &amp; Recruitment</td>
<td>128,180.54</td>
</tr>
<tr>
<td>General Operating Expenses</td>
<td>81,678.99</td>
</tr>
</tbody>
</table>
This conference room is located next to the reception area/Business Manager’s area.  
1. Comfortably seat eight (8) people.  
2. Available for OIE staff meetings.  
3. Available for OIE staff to meet with other UNK faculty/staff.  
4. Available for meetings with community members.  
5. Available for students to meet with one another.

**Conference Room/Auditorium:**
These are available for check out through the Facilities Department.  
1. The auditorium seats 88 people.  
2. The conference room holds 90 people without tables and 60 with tables.  
3. OIE uses these rooms for student orientations.  
4. OIE uses these rooms for larger meetings with visiting international delegates.  
5. Used for ELI Certificate ceremonies.  
6. Used for TOEFL testing.  
7. Available for checkout by various international student groups.  

**Copy Machines:**
The department has three (3) copy machines. All three machines are used to make copies and scan documents to be sent as emails.  
  c. Machine located in the Business Manager’s Office.  
     A. Primarily used by the Business Manager and Director.  
     B. Used for billing & invoice documentation, travel documentation, Human Resource documents and to assist with staff projects when needed.  
     C. This machine averages approximately 1,622 copies per month.  
     D. Used to fax documents.  
  d. Machine located in the reception area of Welch Hall.  
     A. Used by front desk personnel, the International Admissions & Recruitment staff, Study Abroad Advisor and the Marketing Staff.  
     B. Copies are made to support these programs.  
     C. Used at the time of new student check-in.  
     D. Orientation packets.  
     E. This machine averages approximately 5,296 copies per month.  
     F. Used to fax documents.  
  e. Machine located on second floor of Welch Hall.  
     A. Used by the twelve (12) teachers plus the director to serve 100 plus ELI students.  
     B. This machine averages approximately 11,279 copies per month.

**FedEx:**
1. Used to ship/receive information from students.  
2. Used to ship/receive contracts from international agencies.  
3. Business Manager ships approximately ten (10) items per semester.  
4. The China Program Coordinator ships approximately ten (10) items per semester.  
5. The International Student Services ships approximately 60 items per semester.
Kitchen:
1. Located next to the reception area in Welch Hall.
2. A restroom is located next to the kitchen.
3. Kitchen has refrigerator, microwave and coffee maker.
4. Bottled water from the Pepsi funds is cooled in the refrigerator at the time of orientation each semester.
5. Culligan water is provided by Foundation Funds to be used for coffees, teas and general drinking for the international students.

Mailroom:
1. Located off the kitchen.
2. Houses mailboxes for all OIE staff.
3. Houses small storage cabinet that contains office materials such as pens, pencils, sticky notes, tape, envelopes, etc.

Marketing Staff Storage Room:
1. Located in the Marketing Staff office.
2. Holds gift items for recruitment trips.
3. Holds printed marketing materials.

iPads:
1. Utilized by Director, Study Abroad Advisor, and Korean-Asian Recruitment & Support Specialist.

Camera:
1. Utilized by the ELI program to take pictures of ELI students in classes and at extracurricular events.

Laptops:
1. One used by Director.
2. One used by Applications & Records Specialist for PeopleSoft training.
3. One used by student workers at the front desk in Welch Hall.

First Floor of Welch Hall:
The first floor houses the following programs:
1. OIE Marketing
2. Study Abroad
3. International Admissions & Recruitment
4. International Student Services
5. There are no empty rooms.

Second Floor of Welch Hall:
1. Houses seven ELI offices.
2. Six of these offices are for ELI staff – two teachers per office.
3. One office for the Director of the ELI program.
4. Another room is used as an ELI conference room, testing and library space for ELI student use.
5. There are no empty rooms.

**Office of Director and Business Manager:**

1. Located in Ockinga.
2. Business Manager’s office serves as a reception room for those meeting with Director.
3. Business Manager provides general receptionist duties for department:
   A. Schedules meetings.
   B. Answers phone.
   C. Answers emails.
4. Walk-in visitors may include:
   A. Staff/faculty/students who want to meet with the Director.
   B. Staff/faculty/students who may have a question about where OIE staff are located.
5. Large storage room off reception area:
   A. Contains office supplies to set up filing systems (hanging folders, labels, file folders).
   B. Materials to equip an office for daily use (pens, pencils, staples, copy paper, sticky notes, tablets).

**Parking Lots:**

1. Lot 23 (directly south of Welch Hall) has 31 spaces and is used by UNK employees.
2. Lot 24 (east of West Center) has 42 spaces and is used by UNK employees.
3. Lot 20 (north of Welch/Ockinga) has 151 spaces and is used by anyone holding a valid parking pass.
4. Lot 17 (next to the Facilities building) has 50 spaces and is used by UNK employees.
5. Lot 27 (north of Hwy 30) has 95 spaces and is used by staff and commuters.
6. Lot 26 (next to Communications building) has 99 spaces and is used by anyone holding a valid parking pass.
7. Visitors are provided a parking pass that allows them to park without penalty.

**Archive Files:**

1. Located in the basement of Welch Hall.
2. Seven locked file cabinets that hold student files dating back to 1998.

**Renovations Summer 2012:**

1. Ockinga:
   A. Offices of Director and Business Manager had wallpaper removed and were both painted.
2. Welch Hall first floor:
   A. All walls painted.
4. Welch Hall second floor:
   A. Asbestos removed.
   B. All walls painted.
   C. New tile in the hallway.
   D. New carpet in the offices.
   E. Lighting upgrade in the offices.
5. Welch Hall received a new fire alarm system.
D. LIBRARY ASSESSMENT


By Library Liaison (LL), Toné Mendoza, MLS, Diversity Librarian,

Library Report

The Library Liaison (LL) for the Office of International Education for the most part relates to liaison work with International Studies program in developing this Library report. Support is provided by the designated Librarian for Collection Services and other Library Staff as appropriate and needed. (DL)

The purpose and organization of this report is to reflect the services and support rendered by Calvin T. Ryan Library to University of Nebraska – Kearney International Education/Studies Program. Attached files enumerate such support and offer a picture of the Library’s efforts to accommodate curriculum and other informational support requirements.

Library Mission Statement

“The Calvin T. Ryan Library supports the University of Nebraska – Kearney mission by: acquiring and organizing resources; providing collaborative assistance and instruction; meeting information needs; and adhering to recognized standards of library practice.”

General Statistics:

Calvin T. Ryan Library (CTR) was built in the early 1960s with a structural addition in completed in 1981-82, doubling its size allowing for seating, study, and classroom space for over 1100 simultaneous library users. This includes a library equipped with study rooms, study carrels, two instructional computer labs, printing, photocopying and scanning facilities and a coffee shop and lounge area for users.

Currently, CTR houses the “Learning Commons” (LC) in which our shared space, resources, are in close proximity and utilized to support the Writing Center’s own efforts to make the newly allocated area more inviting to and useful for students and their Academic Peer Tutors. This effort also offers support to students in the International student as many such students not only use (approx. 58%) but serve as Writing Center tutors as the increasing demand for such support continues to grow with each consecutive semester. This last, along with related statistics is reflected in the LC’s separate report to OIE.

The Library provides access to a variety of collections including books, federal and state government documents, various non-print resources, and archival materials, as well as extensive holding of electronic databases and reference sources related to international education and the International Studies program with additional support for print periodicals available, 161 databases provide access to more than 61,000 unique, full-text e-journals and close to 10,000 e-books.
Staff Information:

The Library staff currently is 26 and includes thirteen (13) support or classified staff members and ten (10) faculty, and (3) professional librarians, in addition to the Dean of the Library, who is also a professional librarian. Librarians are assigned to serve as liaisons to a number of departments. Generally, this assignment will be made on the basis of knowledge, training, and professional experience that will enable the librarian to serve his or her assigned departments efficiently, effectively.

The liaison librarian role for the academic unit consists of support in access and usage of materials helpful to department faculty, staff, and students, including offering one-on-one instruction, Saturday Conversation Tables, workshop, and other support sessions.

5. Budget:

Library budget allocation history for department.

Direct funds have been allocated directly to International Studies (formerly part of OIE) small program of $500.00 annually for extra title purchases, while also receiving related titles from publishers and vendors according to our library purchase profile. Many of the 200,000+ titles in the Ryan Library collection relate to are relevant to international education/studies topics though these have been ordered by other departments such as the English, History, Business, Communications, or Music and Performing Arts, as well as the Education Department because of subject matter overlap. This is especially true for our Curriculum /Juvenile Literature collections in which a good number of bilingual and multilingual related titles have been and are collected.

Library Grant Programs

These are based on full-time enrollments in each department or program. [In the case of the International Studies Program the current extra allocation is $500.00 with extra funds made available if the department/program has spent all allocated funds].

Collections - Books, non-print, etc.:

Overall Library collection

Books: Over 210,000 print titles and over 250,000 print volumes, with more than 11,000 e-book titles.

Periodicals: Over 900 print subscriptions, and more than 114,000 periodical volumes. Online access to over 70,000 periodical titles.

Online Databases: The library subscribes to more than 200 online databases and e-resources including Academic Search Premier, Academic OneFile, JSTOR, LexisNexis, and Ebooks on EBSCOhost.
Other: The library has collections in other formats, including: microfiche, microfilm, compact discs, videotapes, DVDs, art prints, and maps.

Special Collection: Contains 2,400 cataloged items, mostly books, concerning the history of Nebraska, the Great Plains, and the West.

UNK Archives: A collection of materials produced by this institution dating back to 1905.

United States Government Depository: The Calvin T. Ryan Library has been a selective U.S. Government Depository since 1962. The collection consists of more than 275,000 items in print and micro-formats with access to more than 20,000 government publications in online formats.

Nebraska State Government Depository: The Library is also a Nebraska State Depository with almost 17,000 items in print, micro- and online formats.

Technology
Over 80 computers are available to library users, including those in two computer labs and laptops circulated within Calvin T. Ryan Library. Our wireless network (Wi Fi) access is available throughout the building, including in the individual/ group study rooms located in the Learning Commons, to UNK students and employees. Each library faculty member is assigned an iPad2 to assist students in the stacks, throughout the library, and campus. The Library presently provides mobile access via the following apps: Android Apps, AccessMyLibrary (College), EBSCOhost, Naxos Music Library, WorldCat Mobile, iPhone Apps, AccessMyLibrary, EBSCOhost, Nature.com, Naxos Spoken Word Library, Naxos Music Library, WorldCat Mobile. Campus guests wishing to access the wireless network must be authorized in advance by the UNK Help Desk.

Collection Sample:

World Cat Searches from CTR Library resources:

"international education"

<table>
<thead>
<tr>
<th>All</th>
<th>Books</th>
<th>Internet</th>
<th>Serials</th>
<th>Visual</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>129</td>
<td>108</td>
<td>14</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

"international studies"

<table>
<thead>
<tr>
<th>All</th>
<th>Books</th>
<th>Internet</th>
<th>Serials</th>
</tr>
</thead>
<tbody>
<tr>
<td>319</td>
<td>289</td>
<td>18</td>
<td>12</td>
</tr>
</tbody>
</table>

"Intercultural communication" = 181 titles

WorldCat results for: kw: books and II: KRS and ((dt= "bks") or (dt= "mix")). (Save Search)
Records found: 24,100 (English: 23,988) Rank by: Number of Libraries

WorldCat results for: kw: journals and II: KRS. (Save Search)
Records found: 867 (English: 966) Rank by: Number of Libraries

Call number ranges related to international education: HM, GN
(N.B.: international education titles can be found also in areas under several specialized Library of Congress classifications and numbers).

8. Collections - Periodicals:

List of periodicals for international education /studies

9. Collections - Indexes, Full-Text databases of interest to the department.

Lists of new materials, language-literature journals (over 400) indexes, databases

10. Library Use:

Circulation
Use information for major fixed format collections
Use of major databases for the discipline
Provide information about the use of Course Reserves, print and electronic

11. Library Instruction:

Library instruction is available year round and most classes are offered in one of our two computer labs which house over 25 work stations, each, while many other stations are available throughout the Library. No general instruction was requested though this service is offered and reiterated each semester for new and regular faculty and students. [Beginning in the fall semester, 2012, Ryan Library will be supporting and offering instruction in iPad use for classwork and assignment using Evernote and other Apple apps for classes whose instructions have requested such instruction.]

12. Distance Education:

Information from the library web page

Include liaison librarian’s participation in BlackBoard classes for the department:
No requests have been made. Ryan Librarians offer instruction and classes year round and our overall general instruction tutorial is available online under the “Home” tab of the International Studies LibGuide, while many brochures and other aids help supplement student resource access. [http://guides.library.unk.edu/content.php?pid=173369&sid=1458641]

13. Interlibrary Loan

Information from the library web page:
http://www.unk.edu/uploadedFiles/academics/library/ref/ILLServices/InterlibraryLoanAndDocumentDelivery.pdf

15. Liaison specific information:
Projects undertaken for the department
Sample questions answered
Pathfinders or other aids created for the discipline or department: International Studies [LibGuide: http://guides.library.unk.edu/content.php?pid=173369&sid=1458641 ]

E. STUDENT DATA

Data related to student services can be found in each of the OIE departmental reports in Section I and in the descriptions of programmatic assessment and learning outcomes Section II.
SECTION VI: PROGRAM COMPARISON AND ANALYSIS

Program comparison information can be found in this document at the end of each OIE departmental report.
SECTION VII: FUTURE DIRECTION

A. ENROLLMENT AND REVENUE TARGETS – NEXT STEPS

The University of Nebraska has set important and ambitious goals for International Education at the four NU campuses. In order to reach these goals, the OIE Director has collaborated with the Senior Vice Chancellor for Academic and Student Affairs (SVCASA) to devise an investment based ‘growth & revenue’ model.

This model, which is illustrated (Figure 2) and described below, would spur growth in the two main areas targeted by President Milliken’s Norris Lecture and Plan for Global Engagement while allowing a scalable expansion of UNK’s international support services to meet the demands of this growth over time.

The revenue goal of this plan is to increase gross tuition revenue by $18 million and net revenue by $4.8 million over four years (‘Net revenue’ is defined here as any income above the resident tuition rate).

The investment aspect of the plan would be accomplished by allocating 8% of net tuition to OIE to support international programs. The revenue goals for UNK would be achieved in the form of the 92% of net international tuition being collected by NU and UNK, as well as the increase of gross tuition revenue.

1. Create a self-funding mechanism to support goal of doubling international enrollment in 5 years:

   Proposed: Re-invest 8% of gross international tuition into an OIE-administered investment fund to:
   a. To establish and maintain support services for the expanding international student body.
   b. Market UNK programs to international students and expand international recruitment projects
   c. Expand UNK Semester Abroad programs -- which are structured to facilitate international recruitment in the high schools of our host cities abroad, while meeting our study abroad growth goals

A similar scalable/self-funding approach to expanding international enrollment is used by Clemson, U of Cincinnati and others, as well as by UNK’s Distance Education program. The overall result is to substantially accelerate reaching the enrollment and study abroad goals set by UNK and President Milliken.
4-Year Revenue Plan to Double International Enrollment & Significantly Increase Semester Abroad

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Gross Revenue</th>
<th>Net Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Students</td>
<td>$18.6 million</td>
<td>$4.8 million</td>
</tr>
<tr>
<td>1000 Students</td>
<td>$37.1 million</td>
<td>$9.7 million</td>
</tr>
</tbody>
</table>

**Figure 2. Investment Growth Plan** (Note: the operating budget contribution has since been revised from 6% to 8%)
2. Global Portability of Student Scholarships

UNK's overseas study programs, like its Kearney-based programs, need to receive and adequate portion of the students' tuition/fee payments and scholarships to cover the cost of education. And as with its Kearney-based programs, there should be enough left over to help cover program and curriculum development costs.

1. Letting this income follow our students abroad will allow more UNK students to afford to go UNK's Semester Abroad programs.
2. Since these programs also function as bases for UNK's overseas low-discount recruitment, this nominal investment will be returned to UNK's central budget many times over.
3. Compared to many universities, which lose all of their student's tuition to third party providers, UNK Semester students pay all of their tuition to UNK, resulting in a relatively cost-effective program.

Proposed: When UNK students take UNK courses overseas, the following shall be credited as cash to the UNK Semester Abroad program account for that country:

1. Student tuition payments
2. Student fee payments, except that portion needed by the university to support the needs of its overseas students
3. Student financial aid and loan income
4. Tuition waivers granted by UNK (such as Chancellor's scholarships and other UNK Merit waivers). For on-campus students, this expense is incurred in the form of unremunerated university expenditures for services rendered to students on campus. In UNK's overseas programs, where students are not using the bulk of UNK's Kearney campus' services, this expenditure takes the form of payment for similar services to the overseas campus. This is apparently the policy of UNL, whose students pay the equivalent of full tuition to UNK to participate in the Nebraska Study Abroad program in the Czech Republic.
3. **Immediately Adopt Competitive Recruitment Incentive Programs**

Aggressive incentive programs by UNK's competitors (using agency fees and in-state tuition) have now caused a significant drop in applications from a top NU strategic target country: China.

It is primarily our lack of competitiveness in China that has resulted in UNK's recent recruitment of greater numbers of short-term students (typically one-two semesters) and less degree-seeking students. Although the over-all number of international students continues to grow, less non-degree students enter ELI than do degree-seeking students, resulting in less ELI revenue.

This shift has become a threat to UNK's overall international recruitment program, which is funded primarily by ELI revenue.

1. **To compete in the international enrollment market, UNK must:**

   a. In China, immediately begin offering service fees to reputable recruitment agencies.
   b. UNK must be prepared to offer tuition discounts as low as the resident rate to selected student populations. This is the only way to compete in today's fiercely competitive international enrollment market, particularly among US colleges that are not highly ranked.
   c. Of these two types of recruitment incentives, agency service fees would result in much higher net tuition revenue from degree-seeking students than tuition discounting, because it is a one-time fee. It should be OIE's policy to always try service fees first (in China, at least), before resorting to tuition discounting which is far more costly.
      i. However, OIE must have both tools in order for UNK to have the agility to succeed in an environment where our US competitors commonly use both.

4. **Provide Accommodation for Key Strategic Partners:** Providing a minimum set of housing accommodations for **Visiting Scholars** is one important way that U.S. universities strengthen their ties with strategic partners who assist with low discount recruiting and with building more competitive global academic programs for domestic students – an investment in future revenue growth.

   **Proposed:** Waive the cost of 3 UNK apartments and 3 dorm rooms (2 singles and one double) to OIE designated international visitors and scholars. Establish this as a regular UNK budget line item, rather than charging to OIE as a seasonal expense.

5. **Increase the International Student Services (ISS) Scholarship Fund to Support Recruitment and Retention:**

   a. The current fund provides small merit based-incentive tuition waivers and emergency grants in hardship cases (average amount: $300-$1000). It has also
allowed the office to provide full tuition scholarships for several each semester as a recruitment tool in selected enrollment markets.

This fund had a waiver budget of 185K last year, and is administered by OIE (Office of International Education) through the Office of Financial Aid. The current amount is not adequate to cover the University’s need for international scholarships and emergency relief funds. In addition to increasing the base waiver allocation, this fund should be structured to expand at the same rate as international enrollment and to meet the needs of UN’s accelerated recruitment campaign.

Proposed: Raise the base OIE tuition scholarship budget from 185K to 250K for FY2012, and review in subsequent years. Create a formula whereby the amount apportioned for this purpose is automatically adjusted in relation to international students’ percentage of campus enrollment.

**B. INVESTMENTS NEEDED NOW TO SUPPORT STUDY ABROAD, INTERNATIONAL STUDENT ADMISSIONS & SERVICES, AND OTHER STRATEGIC INTERNATIONAL PROGRAMS**

*It is proposed that the following investments be established as regular line items in the UNK budget.*

*See OIE Department reports in Section I for personnel comparisons at peer schools.*

**A. The Study Abroad Office now requires an Assistant Coordinator position**

a. The UNK ‘Study Abroad Office’ is actually just one person

i. Among the approved goals being implemented by the Study Abroad Office are:
   a. China Semester Abroad in Shijiazhuang (every Fall)
   b. Peru Semester Abroad in Lima (every Spring)
   c. Czech Semester Abroad (every Spring)
   d. Spain Summer Abroad (every Summer)
   e. Support for various Exchange student programs
   f. UNK partner high school programs in China and Peru (recruitment)
      i. UNK students do internships in partner high schools while abroad
   g. Freshmen Abroad Ignition Program in Vancouver (every March)
   h. ‘Go Abroad in Junior Year’ campaign
      1. A multi-faceted campaign which includes:
a. An ‘all Freshman’ writing contest on ‘where I want to study abroad in my Junior year’ (prizes are a trip to Vancouver, etc.)
   i. In cooperation with the English Department and First Year Seminar
b. World Leaders summer camp for incoming Freshmen (every summer beginning 2012).
c. Partnering with SAE and Academic Advising to have Junior semester abroad established in the 4-year academic plan of all freshmen

ii. Undergraduate Research Abroad
   1. Helping to implement this program at UNK semester abroad sites

iii. Marketing of study abroad opportunities
   1. 40+ classroom presentations each semester
   2. Holding study abroad fairs, staffing information tables, conducting year-around marketing of study abroad opportunities

iv. Managing record keeping and health & liability documents and contracts for all UNK study abroad students.

Proposal: UNK hire one Assistant Study Abroad Assistant Coordinator (a lower level professional position: $29K + benefits); and fund two half-time student assistants.

B. Immigration-Related Application Processing and Advising
a. This aspect of International Admissions will double as international enrollment approaches 1000. Currently, our immigration staff must work overtime, including nights and weekends, for 2-3 months every year to keep up with SEVIS mandated advising and recordkeeping duties. It has been difficult to attract qualified International Office immigration and recruitment staff due to NU limits on salary rates, even for salaries that are paid by funds originating outside of the state provided budget, such as ELI revenue.

Proposal: Add 2 Application Processing Specialists (36K each + benefits) – One now, and one when international enrollment approaches 750.

C. International marketing and recruitment
a. Staff are already working beyond our capacity to recruit in current target areas. NU’s new regional goals will require even more effort by dedicated specialists with foreign language fluency.
Proposal: Add 1 International Recruitment Specialist for South Asia [India, Nepal, Bangladesh, etc.] (32K + benefits)

D. English Language Institute (ELI)
   a. Management responsibilities have increased significantly (the ELI Coordinator is already managing around 12 teachers) as UNK is forced to meet the needs of a more complex enrollment market that increasingly requires English for Special Purposes and balancing the curricular needs of shorter terms students with degree-seeking students.

Proposal: Add ELI Assistant Coordinator (35K + benefits)

E. General Administration
   a. As we have expanded the scope of UNK’s international programs, higher level administrative tasks related to the expansion and supervision of OIE units and programs have increased significantly. These include international agreement/contract creation and management, managing seven direct reports and a variety of initiatives related to recruitment, gathering survey data, management of relationships with a growing list of international universities and institution, chairing the international Faculty Advisory Council, coordinating negotiations between UNK departments and universities abroad for the articulation of dual degree and other academic programs, and many other responsibilities.
   b. The scope of operations has grown beyond the ability of a single administrator to manage.

Proposal: Add 1 OIE Assistant Director (42K + benefits)

F. OIE’s 35% FTE commitment to the annual World Affairs Conference (WAC) is interfering with crucial marketing, recruitment, and retention efforts.
   a. For several months each year the time commitment required for this responsibility escalates to half time, and for several weeks it is full-time. The OIE Outreach coordinator must set aside revenue sensitive marketing, recruitment and retention efforts (Friendship Family Program) to manage WAC each year.

Propose: UNK hire a part-time permanent person to coordinate this annual UNK signature program ($15,000)
G. Need to Host Visiting Delegations

a. It is of the utmost strategic importance that UNK be able to graciously greet and host delegates from foreign institutions and agencies. This typically requires providing meals and, especially with guests from ‘gifting cultures’ who see this as a required part building institutional relationships. We are bound by Nebraska governmental regulations. However, UNK’s international partners and prospective partners are always very generous in hosting UNK delegations that visit their countries and are understandably disappointed when we do not reciprocate and provide even basic hospitality due to lack of funds.

Propose: Establish an endowed fund to host international visiting delegations
C. NEXT STEPS TO ACHIEVE PROGRAMMATIC GOALS – BASED ON NU-UNK STRATEGIC PLAN (see a summary of the NU Plan in Section I of this Report, and the complete NU Plan in Appendix 2)

Action Steps that Address the 8 Campus Deficiencies Listed in the NU Global Engagement Plan
(see ‘NU Plan’: Appendix 2, of this report)

1. Post UNK’s international vision, mission and/or areas of strategic priority on its homepage and websites (for web pages of UNK’s peer institutions, which are devoted to international vision and related topics, see Appendix 44)
2. Vest direct leadership for global engagement in a senior international specialist official.
3. Adopt a strategic plan for global engagement
4. Develop emphasis on South Asian languages or the languages of other emerging important markets
5. Create study abroad requirements in key disciplines
6. Further develop China as a study abroad destination
7. Provide adequate funding to:
   a. Carry out recruitment of international and study abroad students
   b. Develop faculty and international partnerships
8. Devote more resources to:
   a. Study abroad
   b. International student and scholar services
   c. International program development
   d. Management of the regulatory and legal environment

Summary of Proposed Action Steps to Meet the Goals and Objectives of the 2012 ‘Plan for Global Engagement at the University of Nebraska’ (in the order presented in the NU Plan)

1. Amplify to the university community and the wider public NU’s international vision and goals strategy for beneficial global engagement;
2. Adjust policies and create administrative structures that support the development of robust international programs and collaboration;
3. Enhance international business development. Support is needed for staff to provide personal interaction, proposal writing and communications to cultivate potential clients responding to international opportunities. None of the campuses has robustly created this capacity -- and this lack distinguishes NU from most U.S. institutions serious about international engagement.
4. Consistently and uniformly underline global engagement activities on our websites and in speeches and publications developed by the campuses
5. Enhance role as an institutional advisor at home and abroad in areas of priority such as water management, early childhood development, and information security, and contribute to creating a higher profile for NU in governmental forums, national associations, and international policy formulation groups such as Stockholm World Water Week and UNESCO committees.
6. In addition to NU global engagement priorities, continue to ‘build on the solid international undertakings achieved by individuals and institutions to date’ at UNK.
7. Offer every undergraduate student the opportunity for a meaningful academic experience abroad
   a. UNK has only a one-person study abroad office that serves 7000 students. UNK has expanded semester abroad programs to include China, Peru, Vancouver and, soon, Ireland, has opened a study abroad branch office in the Student Union, and has hired a half-time GA to support study abroad program development and recruitment.
      i. Both the current Study Abroad Coordinator position, and a new Assistant Study Abroad Coordinator position should be established as regular line items in the state funded UNK budget.

8. Increase the numbers of students aspiring to study abroad and aspiring to engage in meaningful international academic experiences at home and establish opportunities that financially support their ability to study abroad.
   i. UNK's Semester Abroad is offered 'at same cost' as study on campus. This program should be expanded to include more than the current three countries (China, Peru, Czech Republic), based on tuition of participating students and their scholarships and financial aid.
      1. The UNK scholarships that are received by UNK semester abroad students should be converted to its cash value and transferred to the budget of the students' UNK semester abroad program.
         a. Funds to cover this conversion should be established as a state funded on-going line item in the regular UNK budget.
   ii. UNK's Vancouver ignition program is aimed at building a culture of study abroad among incoming Freshmen to increase interest and participation in UNK study abroad programs.
      1. Both the Vancouver program, which is currently supported by a NU Foundation grant, should be established as a state funded on-going line items in the regular UNK budget.

9. Provide timely and accurate information about study abroad opportunities and international scholarship opportunities to all students, early in the freshman year (editor's emphasis). Schedule campus sponsored and faculty-led study abroad opportunities in advance and on a rotation so that students can plan and prepare.
   a. OIE aggressively markets study abroad among Freshmen and their parents (Chancellor’s letter and New Student Enrollment (NSE)), directly to students in portal/GS courses and First Year Experience classes, and to faculty and advisors of 1st year students – promoting the UNK model of incorporating UNK semester abroad during the Junior year into each student's 4-year academic course plan.
      i. An expanded version of this program for promoting study abroad among incoming Freshmen should be:
         1. Established as a state funded line item in the regular UNK budget
         2. Made a permanent part of NSE (New Student Enrollment) program for incoming Freshmen

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10. Better publicize study abroad opportunities through various means.
   a. Offer passport applications, passport photos for all incoming U.S. citizen freshmen or make a U.S. passport a requirement for admission.

11. Address policies to ensure that NU and/or state financial/scholarship aid is portable for study abroad.
   a. A proposal to insure that UNK scholarships are portable for study abroad is currently on the agenda of the Chancellor’s global committee.
      i. Specifically, it has been proposed that the cash equivalent of each UNK scholarship be transferred to the UNK faculty-led semester program to which the student has applied, in order to allow the program to cover its instructional, programming, and administrative costs.
      1. International portability for UNK tuition scholarships should be established as a state funded line item in the regular UNK budget.

12. Encourage and support student applications for external grants, such as Gilman and Fulbright scholarships.
   a. OIE should continue to work with NU’s Office of the Vice Provost for Global Engagement to boost student participation in such programs
   b. Coordination of this student application guidance program should be vested in the proposed Assistant Study Abroad Coordinator position.

13. Apply for the merit-based foreign study scholarships proposed in the NU Plan for use in countries of strategic interest and related to NU academic priorities such as agriculture, health, education, and engineering.

14. Apply for the funds proposed in the NU Plan for offsetting the cost of students leaving summer jobs to study abroad.

15. Create student internship opportunities by collaborating with Nebraska-based businesses, with U.S. international agencies, NU alumni and with multilateral institutions.
   a. OIE should work with UNK’s existing partner networks – here and abroad – as well as with the NU International Office, the NU Foundation, and with UNK’s for colleges and their respective internship offices to provide more internships with a global dimension for our students.

16. Strategically increase study abroad office effectiveness, engagement and services
   a. Focus on increasing awareness and opportunities for students to study and build communication skills and other tools in countries and at institutions that we have designated as intentional and significant partners.
      i. Consolidate and expand UNK Semester Abroad programs at our partner universities in China and Peru and replicate in other countries of strategic importance to UNK academic programs and NU priority regional and university targets.
   b. Uniform study abroad advising and services across campuses
      i. Make study abroad advising a distinct, uniform, professional skill set among international program staff.
      ii. NU Vice Provost for Global Engagement will work with campuses on a uniform training plan, professional development, staff travel and study abroad program development services and opportunities including best practices in pre- and post-trip activities, the importance of setting
academic expectations and the advantages study abroad provides in reaching academic and career goals

1. OIE’s Study Abroad Office will work with the Vice Provost for Global Engagement to help achieve this goal
   a. An Assistant Study Abroad Coordinator would be needed to accomplish these goals in what is currently a one-person Study Abroad Office.

   c. Establish programs for students that address pre-departure and re-entry; Provide skills development courses that enhance students’ experience abroad
      i. OIE’s Study Abroad Office already has a pre-departure and re-entry program. But our one-person study abroad office is not sufficient staffing to make this model very effective.
         a. An Assistant Study Abroad Coordinator would be needed to accomplish these goals in what is currently a one-person Study Abroad Office.
         b. Offer Faculty incentives to develop mini-courses in these areas
             i. Offer such courses for credit and/or make them mandatory for study abroad students in order to encourage student participation.

17. Develop well-publicized Chancellor-supported policies “to insure that the campus and its administrators, staff and faculty are focused on the importance of developing long-term study abroad programs [editor’s emphasis] that are mutually beneficial to both the University of Nebraska and its partners”.

18. Help students and faculty direct their efforts at target countries and institutions that will provide a high return on investment for our institution, our students and the wider community.
   a. The Chancellor’s global committee is currently considering an OIE ‘revenue growth model’ proposal that would use a percentage of international tuition revenue to support Study Abroad programs, international student recruitment/retention, and visiting scholars (including TAs for strategic languages such as Chinese and Japanese).

19. Include a global awareness element in every academic discipline
   a. Add this goal to the UNK Strategic Plan
   b. The OIE Director should work with the SVCASA, International Studies Director, and the Academic Deans to create an action plan to:
      i. Strengthen UNK’s International Studies major
      ii. Create or enhance ‘Strategic’ language and Area Studies areas such as Chinese, Japanese, Korean, Portuguese, Hindi and Arabic, perhaps in a division of labor framework with the other campuses and/or as minors that can be attached to existing UNK majors in Business, Science, Humanities, Education and the Arts
      iii. Bolster the now required global component of portal courses in the General Studies curriculum.
iv. Institutionalize and enhance the curriculum of the UNK World Leaders Camp for incoming freshman and Freshman Vancouver Study Program, which are currently supported by a NU Foundation seed grant.

v. Redesign and broaden the scope OIE’s annual International Faculty Development Program – which currently consists of an annual ‘cultural appreciation’ trip abroad for faculty and staff – such that it is tied, as a requirement for participation, to the creation of new international dimensions for existing UNK courses and the creation of new ones.

vi. Add a provision to UNK’s academic tenure track service guidelines to allow participation in study abroad-related program leadership, teaching and curriculum development activities to count as a university service toward tenure.

Double international student enrollment across NU by the 150th anniversary of the University.

“... the real value is in the richness of the experience we gain by having students from Japan, India, Mexico, and Africa on our campuses and in our communities.”

- President Milliken, the George W. Norris Scholarship Lecture, October 2009

20. Develop a NU strategic recruitment effort focused on priority nations and key research areas and build on alumni relationships

a. OIE is currently developing our recruitment program in Japan, India, Mexico, Peru and Brazil, through increased networking outreach, social media advertising and renewed contact with existing, historical, and potential high school and university partners.

b. In addition, we need to increase our direct ties and collaboration with NU system-wide initiatives aimed at increasing the effectiveness of the university as a whole on the world stage.

   i. OIE/UNK must be an active partner with the Office of the Vice Provost for Global Engagement in helping to develop system-wide opportunities in which is can play a productive role that complements the initiatives and programs of other NU campuses.

c. Building NU’s Network of Alumni Ambassadors

   i. UNK had one major alumni reunion in Japan in 2009, and are currently partnering with UNK’s distinguished graduate in Nepal, Dr. Mahabir Pun, to expand recruitment there.

      1. OIE/UNK should work with the Office of the Vice Provost in helping to develop system-wide alumni support or opportunities in which is can play a productive role that complements the initiatives and programs of other NU campuses.

d. NU Student Momentum Recruitment Effort

   i. OIE should participate in identifying UNK international student leaders to participate in the NU Student Momentum Recruitment Effort – in which
NU will underwrite one recruitment trip each year to a priority country led by student leaders supported in their efforts by career admissions and recruitment professionals.

ii. OIE should help to facilitate UNK participation in NU-supported recruitment fairs abroad with an emphasis on widely recognized NU target countries.

iii. OIE has partnered with the Department of Counseling and School Psychology currently to propose a South Asia-centered Graduate Assistantship to focus on the development of specialized support programs to attract and retain South Asian students (focusing on Nepal and India) at UNK.

21. Achieve internal and intercampus cooperation in recruitment of students abroad especially in priority nations and in nations where priority themes of the university are best matched by student preparation, higher education quality and shared interest in development.

   e. UNK's top international recruitment staff should meet with the top NU international enrollment management staff from the other NU campuses to devise a joint cooperation strategy that allows the four campuses to cross-leverage the value of the unique academic and experiential learning opportunities offered at each of the four campuses.

22. Achieve an increased level of awareness among prospective international students; increased number of applications and admissions on all campuses.

   f. UNK has greatly increased its enrollment of Korean students, while developing new recruitment strategies for India, Vietnam, and Brazil.

      i. The OIE International Marketing and Recruitment Department should work with the NU Office of the Vice Provost for Global Engagement, UNK Vice Chancellor for University Relations and his Marketing Director, and top Marketing personnel from the other NU campuses to help facilitate a system-wide joint marketing campaign that highlights the unique academic and experiential learning opportunities at each of the four campuses.

23. Provide faculty and administrators with wider access to competitively selected potential students by developing additional resources in evaluation of candidates and maintenance of our regulatory certifications.

   g. Expanding enrollment while increasing the quality and persistence of student applicants will prove difficult with the current number of OIE staff devoted to F1/J1 immigration advising.

      i. UNK should support one more International Application Specialist position as an on-going state funded line item in the regular UNK budget.
1. UNK should adopt a formula for adding additional Specialists, based on an accepted benchmark for Specialist per number of anticipated applicants.

h. It has been established that it is more difficult for UNK to find local professionals who are experienced and qualified in the area of federal visa regulations to fill positions that require this type of expertise, than it would be for many other universities. The two major reasons for this are that

i. candidates who are required to take a job that is further than commuting distance from their home face re-location challenges – both financial and family-related – that are less likely to exist for candidates living in Omaha or Lincoln who are seeking similar positions at NU’s campuses in those cities.

ii. Kearney’s perceived remoteness from major airports, shopping centers, and presumed lack of quality elementary and secondary schools such as those that are commonly available in or near large cities.

iii. Potential candidates believe that similar jobs – that are perceived as offering these necessities – can be had only in the larger metropolitan cities where the candidate already lives or desires to live. The depressed housing market that persists in most areas of the country also makes it difficult for those who want to move to sell or rent out their existing home in order to finance a new housing arrangement in a distant city or state.

iv. The only solution to this problem would seem to be to offer a premium salary to justify the required relocation and perceived opportunity costs for these types of positions.

24. Establish, provide and promote financial assistance possibilities for international students, including tuition reductions and scholarships in key research areas.

The NU Plan wants “NU negotiators and recruiters have the ability to deal quickly and effectively with targeted foreign governments and institutions to develop programs in priority fields and countries”, and “prospective international students regard the University of Nebraska as an institution that values their contributions by providing financial resources…”

a. As UNK’s international recruiting office, OIE must have greater flexibility in offering discounted tuition rates in key enrollment markets in order to competed with UNK’s peer institutions, which have already adopted this practice.

i. Authorize OIE to offer up to 50% off the non-resident rate, i.e., the in-state tuition rate, within a general Cabinet approved rate plan.

ii. Provide a budget for OIE to offer commissions to agencies for the recruitment of degree-seeking students.

1. This should be established as a regular line item in the regular UNK budget.
iii. Establish a policy for expedited approval in recruitment related agreements, e.g., 5 business days.

iv. Strengthen UNK's ability to attract and maintain institutional partners by offering more in the form of tuition waivers, stipends, and housing to visitors from key strategic partners.

b. Standardize and streamline tuition reduction policies so that campus officials seeking cooperation with targeted foreign universities or ministries have greater freedom to negotiate price. An annual overall policy that establishes key priorities would eliminate the need for individual negotiated requests in target areas so agreements can be concluded quickly.

i. A proposal to streamline this process by allowing the OIE Director to offer flexible tuition rates in various international enrollment markets on a day-to-day basis – within broader Cabinet determined discount parameters – was proposed to the UNK cabinet in 2009 and 2010 and is currently on the agenda of the Chancellor’s global committee.

   i. Due to the academic calendar of UNK and that of proposed partner institution, it is crucial to the recruitment and admissions process that such contracts be reviewed and signed in a timely way.

   ii. Discussions between OIE, Office of the SVCASA and Finance Office have already resulted in some positive steps in this direction: a proposal to post all active contracts on a shared server, the creation of a model Semester Abroad contract, the creation of a contract cover sheet to summarize the content of each contract.

      1. To this end, a proposal to set time limits on the contract review process is currently on the agenda of the Chancellor’s global committee.

c. Apply for the special scholarships that NU will establish attract high quality international students in key fields that focus on important contemporary issues that garner international interest as well as those that leverage support of business, foundation and government partners in the U.S. and abroad.

   i. To supplement the NU system goal of supporting international student study in key fields, UNK could develop a discipline based tuition waiver fund for undergraduate and graduate students in specific fields.

d. Apply to the NU’s proposed Supplemental Scholarship Venture Capital Fund that will leverage cost-shared programs, especially U.S. and foreign government programs, thereby allowing departments to buy down tuition costs close to in-state tuition for strategic partners, fields and targeted countries.

j. In the meantime, it is crucial to find a way to offer both in-state tuition to selected international students and commissions to recruiting agents.

   i. Over the past 2 years, UNK’s competitiveness in its international enrollment market has been greatly reduced, particularly in China, where many of UNK’s peer institutions are offering both in-state tuition and agent
commissions ranging from $1000-$2000 for each degree seeking undergraduate students (see ‘tuition streamlining’ proposal, above).

25. **Create programming and services that cater to and enhance the international student experience at NU, including stronger engagement between the domestic student population and international students.**

a. UNK’s International Office has several programs that foster such engagement (ELI classes, New Student Orientation sessions, Conversation Tables, Conversation Tables, International Friendship Program, and international students festivals. Also, most international student also arrive having already experienced several months or years of study of English and American culture.

b. The biggest gap continues to be the lack of an ongoing ‘intercultural skills’ program for domestic students, such as the Universal Consensus (UC) program initiated by OIE in 2009, which was administered to some 80 resident life community advisors (CAs) and other UNK staff with the aim of providing all incoming domestic students with a greater knowledge and appreciation of international (and particularly non-Western) cultures and with the skills for engaging in meaningful interactions with international students.

i. The UC program should be continued as an integral and on-going part of NSE (UNK’s annual New Student Enrollment orientation program), in order to enhance retention and recruitment of international students while increasing global learning opportunities for domestic students and the number of students interested in studying abroad.

26. **Establish a uniform, standard international students/scholars support service/student affairs office that operates on each campus located within the student union or similar accessible and high traffic venue providing a welcoming, supportive, inclusive environment that goes well beyond visa and immigration services.**

a. Welch Hall/Ockinga Conference Center complex has served as a welcoming International Center for international students at UNK for many years. In addition to the offices of the 12 ESL teachers and International Student Service Advisors that are regularly used for counseling international students, the International Center features a small seminar room (12 capacity), an informal lounge in its reception area which has comfortable living room furniture and wide screen TV, as well as a free photocopying service and computer terminals. Welch Hall also serves as a storage site for bicycles that have been donated for international student use and costumes and props used in international student festivals. The complex also features a large conference room and classroom with seating capacities of 100 each. These rooms are frequently used for international student events and meetings. It also has several adjacent parking lots, which typically have ample free space for parking, compared to central campus parking lots, which are often congested.

i. The down side of this locations is that at the Welch Hall/Ockinga Conference Center complex is on the Western edge of campus, rather than in the main student traffic area of central campus.
b. Last year OIE opened a branch of its Study Abroad Office in the Nebraska Student Union building (all international student support offices are located). Opening a branch of OIE International Student Services (ISS) office on central campus, or moving it there, would give international students and visiting scholars more convenient access to ISS immigration specialists and foreign culture adjustment/orientation programs and advisors. However, much benefit and operational efficiency has been derived from having all international-related staff housed together in Welch Hall.
   i. To achieve NU’s goal of a centrally located international services office, UNK’s strategic facilities plan should incorporate a plan for creating a single contiguous space or building for all OIE staff, which is expected to grow, based on NU’s Plan for dramatic expansion of international and semester abroad enrollment, on central campus, in or near the Student Union.

27. **Enhance the activities of current international affairs personnel who are highly trained to work on visa and immigration services by having similarly trained professionals, student and community volunteers who focus specifically on assisting international students and scholars with campus engagement and acclimation to Nebraska.**

   a. OIE already does this via its language and cultural integration programs such as the International Friendship Program, Intercultural Competence Workshops for faculty, staff, and domestic students, Conversation Table, Conversation Partner, ELI class-related programs, and New International Student Immigration and Culture Orientations during NSE and at other times.
   b. However, as international student numbers increase, we will need additional international professional staff to expand these services and to manage volunteers.
   c. A proposal to increase funding for the International Office is currently on the agenda of the Chancellor’s global committee. The proposed formula is to utilize a portion of international net tuition income so that international student support funding automatically scales up to meet NU’s ambitious enrollment growth targets.

28. **Provide strong administrative, counseling and social infrastructure support for the internationals on campus, including support to provide adequate housing for international students and accommodations for international faculty.**

   a. A proposal to provide a limited but predictable number of housing units for visiting international scholars is currently before the Chancellor’s global committee.
   b. A renovation project will take one major residential build off line for the next 2 years. This has made it difficult to house short-term student visitors during the Fall semester. However, if global engagement is to be successfully achieved at UNK, several units should still be reserved for visiting scholars beginning immediately.
   ii. Our relationships with international universities is a key prerequisite for our ongoing recruitment of degree-seeking international students, as well as for the viability of our research partnerships and semester abroad programs

29. **Provide guidance to faculty, staff in housing, advising and health services and domestic students about working across cultural and linguistic barriers and understanding the experiences and expectations that international students bring with them.**
c. An important part of OIE’s mission is to make the campus a global learning environment for all students, faculty and staff. In the past, OIE has held intercultural competence workshops for residence hall advisors and incoming freshmen. It will hold a series of intercultural competence workshops for UNK faculty beginning in September.

iii. OIE’s Universal Consensus intercultural communication program for all resident hall advisors and incoming freshman should be made a permanent part of NSE.

iv. OIE has submitted to UNK’s Student Success Committee a study on ‘how international students and their parents’ define success at college, and how this differs from domestic students/parents definition of success.

1. Measures to ensure that this definition of success is understood by all UNK faculty and student services staff should be more concretely reflected in UNK’s Student Success program documents, and in the training of NSE staff and student service professionals in the Academic and Student Affairs areas.

30. “Campus administrators recognize that it is extremely important that international students and scholars have a positive experience at the University of Nebraska, regardless of their purpose or length of stay [editor’s emphasis]. These students and scholars benefit us not only by enriching campus and community life, they are also the best advertisement for increasing NU recognition abroad as the international student population increases on all four campuses”.

d. UNK, like other US universities, should be a preferred destination for international students who desire a short-term ‘study abroad’ experience. Foreign universities have been accommodating American study abroad students in this way for decades.

e. A proposal to increase support services for international students (immigration and culture advising) and scholars (housing) is currently on the agenda of the Chancellor’s global committee. The proposed formula utilizes a percentage of international student tuition revenue, similar to UNK’s distance education model, to help accommodate NU’s ambitious international enrollment growth goals.

31. International students have a positive experience at the University of Nebraska and become advocates among their peers when they return to their home country. International Students have a place where they would feel free to request academic and future career assistance, discuss problems, and explore possibilities of getting more involved in community life.

a. The Offices of International Education, Academic Advising and Career Services, and Counseling currently provide support services that help to increase international students’ feeling of belonging.

b. But it would clearly be beneficial for the student service staff in these offices and across campus to improve their intercultural communication skills.

v. OIE’s Universal Consensus cross-cultural communication program should become an integral part of this process.
32. **Significantly increase opportunities for NU faculty to work abroad, collaborate with colleagues and host visiting colleagues from abroad**

a. UNK currently does not offer housing waivers to visiting scholars. To attract and support them, it must do so. A proposal for housing waivers is currently before the Chancellor’s global committee.

i. OIE has increased faculty exchange agreements, but with more UNK faculty now being hosted in Korea, China, and Peru, the lack of housing and tuition waivers have limited our ability to offer much of value ‘on the UNK side’ of the exchange.

ii. OIE is implementing several faculty-led study abroad programs - and an international undergraduate research program in partnership with International Studies and Psychology – both of which provide more opportunities for international faculty collaboration.

iii. To support the visa application and foreign travel advising requirements of a significantly larger number of UNK faculty desiring to work/teach abroad, however, would require an increased level of immigration advising staff.

b. Based on NU Plan’s goal of establishing priority funding to support, UNK should apply for NU funding to support:

i. **Group faculty visits** to high priority countries and institutions for exploration of research and teaching opportunity and collaborative potential.

ii. **NU Presidential Global Scholars Program** shares expenses for visiting foreign faculty expert in a priority theme area such as early childhood development at each of four NU campuses.

iii. **NU Presidential Global Faculty Fund** provides 10 fellowships a year to faculty to work internationally in priority countries or on priority themes.

iv. The administration of these programs, if based at OIE, would require additional staff.

33. **Designate faculty mentor and administrative counselor to support faculty applications for major fellowships and awards.**

a. Each campus provides a designated faculty mentor and administrative counselor who coordinates and supports faculty interest in competing for fellowships and international awards similar to The Fulbright Scholar program and hosts invited experts and resident alumni who have won international research and teaching awards for best practices workshops.

i. The OIE Director currently disseminates Fulbright RFPs to faculty and does some advising for applicants. To expand this service in a significant way would probably require faculty mentors with release time or other compensation, or the hiring of the administrative counselor, perhaps jointly by OIE and UNK grant’s office.

34. **Provide opportunities for faculty advisors to participate in study abroad programs.**
a. At UNK, we do offer such opportunities, but only for adjuncts and tenured faculty. For greater participation, additional incentives, such as credit towards tenure should be added to the program.

35. Establish standards and policies that support international collaboration and faculty research abroad.

President, chancellors and CAOs establish uniform standards that allow pre-tenured faculty to participate in international programs and urge departments to consider international experience as a positive factor in evaluating tenure.

a. See UNK proposal above on pre-tenure incentives for participation in global programs

NU full-time faculty are permitted to be reassigned to teach or research in another country as part of their regular duties without having to take a leave of absence or suffer cuts in salary or benefits.

Policies in place and functioning that require the campus to provide a faculty member who wins a Fulbright or other prestigious award a portion of his or her regular salary, which, in combination with the fellowship stipend, keeps salary and benefits whole during the time the faculty member is on his or her Fulbright or other program.

More faculty members seek out opportunities for international engagement because commitment and financial support are in place to enhance faculty engagement in priority areas. Resources are in place to assure individual inquiry and research. Departments and individual faculty are encouraged to pursue additional areas of inquiry so NU is positioned to “look around the corner” to respond to unanticipated emerging opportunities.

a. At UNK, this is the current UNK model for compensating faculty who lead UNK semester abroad programs (and teach one course during the program) – faculty received their full salary while abroad, while the Office of SVCASA and OIE cover their replacement costs.

i. To insure the future viability of this budget model, a formal UNK policy should be adopted which:

ii. Makes the transfer of UNK scholarships to the semester abroad budget a regular line item in the UNK operating budget – thus insuring that OIE can cover most or all of the faculty director’s replacement costs.

ii. For support UNK faculty researchers abroad, a similar policy and line item should be created for this purpose, as per NU’s grant-sharing proposal above.
36. Work for mutually beneficial collaboration with institutions, governments and business outside U.S. on key areas of importance to Nebraska.

   a. Strategically choose country-specific collaboration

   3. "Focus on nations or geographic sub regions where wide and immediate mutual benefit is derived from cooperation. Targets might include countries with strong higher education institutions, large numbers of well-educated students, localities sharing common interests with Nebraska, and places where collaboration for innovation is welcome. Priority localities for investment might include China, India, Brazil, Turkey, Russia and Southern Africa.

      1. Establish partnerships in places such as Israel where high quality research and talent makes collaboration attractive.

      2. Collaborate in places such as Vietnam and Indonesia where local infrastructure does not permit adequate opportunity for quality higher education and financial resources for human capital development permits investment in and support of study in the U.S.”

      3. “Efforts should be made to transform existing personal relationships into broader institutional partnerships abroad and we should be attentive to issues of peer to peer institutional alignment.”

      4. “NU investments, faculty energy and student engagement are directed at those relationships and locations with the potential for the highest return and most productive rewards for Nebraska.”

         i. UNK is currently pursuing such opportunities in China, India, Brazil, Turkey, Vietnam, Indonesia, the Philippines, Mexico and Malaysia.

         ii. UNK should also participate in NU projects aimed at accomplishing these goals.

   b. "Offer a unique opportunity to a foreign partner to participate in a U.S.-style public-private sector innovation incubator by basing a research operation at Innovation Campus.”

      i. The OIE Director, SVCASA, and appropriate UNK Deans should meet with IC (Innovation Campus) directors to define opportunities for UNK
37. Focus on predominant capacity and high priority themes

"NU’s most critical relationships should be associated with our predominant capacity and high priority themes: quantity and quality of agricultural and food production, life sciences, better use of water resources, improvement in public health, medical research and medical care, and educational improvement. These relationships should focus on issues such as the need to boost higher education administration and management and early childhood development, infrastructure development especially related to transportation, information management and security, sustaining resources and managing climate change."

a. At UNK we are making some progress in these areas:
   i. COE teacher training for 20 Chinese teachers from UNK government partner in Shenyang in October.
   ii. Water resources theme at last World Affairs Conference
   iii. Drought partnership with Beijing Academy of Science
   iv. Biology and sister city collaborations with Brazil
   v. Early Childhood proposal with university partner in China
   vi. CBT, COE, and NSS participation in Korea 1+3 program, etc.

Create “Five or six ‘distributed’ Water for Food Institute centers established outside the U.S. at UNESCO IHE –Delft, in Brazil, Zambia, China, USAID’s Water Center in the Mid-East and India. These demonstrate our commitment to collaboration and cooperative development and provide us with laboratories to improve our own management of a resource essential to Nebraska.”

   a. The OIE Director, SVCASA, and appropriate UNK Deans should meet with Water for Food directors to define participation role and opportunities for UNK

“A secure, reliable and excellent foreign university from one of our target countries participates in joint development at Innovation Campus (IC) on a critical priority – food safety or energy, for instance.”

   a. The OIE Director, SVCASA, and appropriate UNK Deans should meet with IC directors define participation role and opportunities for UNK
   b. UNK Indian faculty met with President Milliken and faculty from other campuses in July 2012 about establishing recruitment and partnership opportunities in India

Conclusion (NU Plan for Targeting Investments)

Investment in four areas is critical to the creation of an overall culture of global engagement. We need:
1. Strong and dynamic international administrative infrastructures staffed by knowledgeable personnel devoted to student and faculty service;
2. A curriculum that conveys the importance of a global perspective;
3. Financial resources for students and faculty that will make help make participation in international activities a reality; and
4. An international communication plan that markets the opportunities and results of global engagement to internal and external audiences.
   a. To achieve this goal, OIE and the UNK Vice Chancellor for University Relations should coordinate with NU Marketing.

OIE Enhancements Needed to Accommodate Growth

Budget Neutral Measures that Should be Adopted

H. UNK is financially exposed to foreign exchange rate changes in its study abroad countries
   a. Over a year ago, Dallas proposed that the Finance Office begin using Forward Currency Contracts to protect its study abroad budgets
      i. It was considered, but no action was taken

Propose: UNK begin using currency contracts beginning in Summer 2012

C. PROGRAMMATIC GOALS

The University of the Nebraska’s primary strategic goals for achieving global engagement are to:

a. Offer every undergraduate at the University of Nebraska the opportunity for a meaningful academic experience abroad
b. Double international student enrollment at the University of Nebraska to by our 150th anniversary in 2019
c. Provide opportunities for faculty development that include studying, teaching and doing research abroad
d. Strategically increase international content in the curriculum in a way that enables NU students to compete in an international job market and succeed in an increasingly global and diverse society
e. Utilize NU curricular and research resources to contribute to the solution of global challenges (in the area of agriculture, water management, early childhood
education and other areas), and to use these academic assets to help forge international partnerships

1. Higher level administrative tasks related to the expansion of OIE units and programs will increase significantly.
Appendix 1
The Internationalization of UNK – 2002 Vision Statement

THE INTERNATIONALIZATION OF UNK
A POINT OF DEPARTURE

Circa 2002

Dr, Jerry Fox, Director

History
The history of international interest in the rest of the world in higher education in the U.S. is not more than 100 years old. Many people point to people such as Woodrow Wilson and the creation of the American Political Science Association to mark the beginnings of the study of the rest of the world. This interest was, however, short lived and waned after World War I. Not until after World War II did we see a renewed interest by higher education in learning about and interacting with the rest of the world.

In higher education there have been two specific waves of internationalization in the U.S. The first wave had its beginnings after World War II and lasted until about the end of the Vietnam War. This first wave included the beginnings of study abroad as an academic pursuit, growth in foreign language study and the creation of area studies programs.

The second wave, which began in the mid 80’s and continues until today, was triggered by several interrelated events: economic integration known today as globalization, the creation of the internet, and the end of the Cold War. This present wave deals with globalization, interactions with foreign universities, and the beginnings of internationalization of some profession schools.

Internationalization at UNK
The University of Nebraska Kearney has had a short but impressive international history. The presence of international students on our campus goes back over 50 years. The Department of Modern Languages has had study abroad programs for its students for over 40 years. And, the Midwest Conference on World Affairs has its beginning in the early 1960’s. However, like most similar universities throughout the U.S., UNK did not establish its first comprehensive international office until 1989 and that office did not have a full-time director until 2001.

What is Internationalization?
The term internationalization has many aspects and is difficult to define. To computer experts internationalization is the process of designing an application so that it can be adapted to various languages and regions without engineering changes. To employers internationalization is about work-related skills such as developing multi-cultural teams. In medicine internationalization is the spread of disease across international borders. For higher education, internationalization can be described as everything a university can and should do to prepare its students to live in today’s and tomorrow’s
interrelated, complex world where international ideas and perspectives are weaved into every fabric of the institution.

Why Internationalize?

In an article entitled “The International Campus: A Strategic Approach,” Madeline Green has developed a rational for internationalization that works well for UNK. She has divided the process of internationalization into academic goals, economic and entrepreneurial goals, and social goals. By looking at these three mutually reinforcing goals we can develop a plan of internationalization for UNK.

**Academic Goals**

The most important goals of internationalization are the goals of strengthening general studies and enhancing the quality of undergraduate teaching.

UNK is unique in its general studies program in that all students on campus take one general studies program. The goal of the general studies program at UNK is as follows:

"The liberally educated person, free to explore knowledge and wisdom from a broad perspective of human culture and experience, is able to think independently, to question, to analyze, to interpret, and to judge.

Within this goal is the basis for the internationalization of our academic pursuits at UNK. The goal to explore knowledge and wisdom from a broad perspective of human culture and experience is the quest of internationalization. To fulfill these goals and to develop an internationalized general studies program, the program should provide every graduating student with foreign language fluency, international competence and an understanding of international affairs. In the post-September 11th period, it is more important than ever before.

An education that does not include learning about the world, cannot meet the goals of our general studies program. For our faculty to be able to meet these goals they must become members of the faculty of the world. Every discipline has an international faculty where ideas and perspectives are exchanged daily. For our faculty to develop international expertise in their students, they must become experts in the international arena of scholarship.

**Economic and entrepreneurial goals**

Three goals make up this aspect of internationalization: prepare students for careers, generate income for the institution, and contribute to the local economic development and competitiveness.

As the world becomes more global, our students must develop global competence whether they remain in Nebraska or choose to work in another state or country. Nebraska is global and its economy relies more heavily on exporting than the economy of any other state. To be sure that our students are prepared to lead in the global world, UNK must provide them with the tools.

Internationalization can be a source of revenue for the University. According to the 2003 Open Doors report of the International Institute of Education, international students in Nebraska contribute over $71,000,000 for tuition, fees and living expenses to the economy of Nebraska. In Kearney, international students contribute $6,700,000 to the local economy. Besides this very obvious generating of income, institutions can also generate income from distance learning developed with other nations and contracts for special training in various disciplines.
UNK can also act as a catalyst for the global market. Faculty and staff with international expertise can help local businesses and local business leaders profit from international trade, travel, sport, and entertainment. By partnering with the local community, UNK can provide the expertise to make Kearney a global community in a sea of parochialism.

Social Goals

Students who are educated on an internationalized campus are better prepared to live in the international world that now exists. Diversity in the U.S. and in Nebraska is growing a very fast rate. Migration around the world is at a higher rate than at any other time in the history of the world. For our students to learn to live and to thrive in this multi-ethnic world, we must give them the necessary tools.

Because of its history as a state normal school, UNK has been seen as a regional university. It is not a regional university. Students who have studied here, travel and work throughout the world. Many faculty members have been involved in development cooperation with partners from other counties. Until now however, that cooperation has been isolated to some departments and has not permeated the campus. Development cooperation should be an important goal for UNK. Faculty development through development cooperation is an important way to develop international expertise in our faculty.

As our world becomes more diverse, our society must become more tolerant and rejoice in its diversity of ideas and actions. It is extremely important to develop the concept of "otherness" in our students so as to build mutual respect and interest on a personal level.

Vision

The University of Nebraska affirms in its role and mission statement that it is dedicated to the traditional land-grant mission of teaching, research, and public service, but through continuing renewal of programs to adapt them to changing needs in a world context. The University of Nebraska Kearney shares this mission but includes the specific role to provide access to a broad range of educational and cultural experiences for Greater Nebraska and to assist its people in developing an understanding of the state, the nation, and the world in which we live. Our students must be prepared to live in a world that is more interdependent--economically, politically, environmentally, and culturally. The students whom we teach today will be tomorrow's global citizens. The education that our students receive must prepare them for the increasing internationalization of our political life, in culture, including popular culture, in the economy, and in labor and agricultural markets.

Process

The Senior Vice Chancellor for Academic Affairs will appoint a campus-wide committee on the Internationalization of UNK to look at the following: (1) What is our vision for and of a globally competent graduate, (2) What would UNK look like if it were internationalized, (3) What successes have we already had, and (4) What do we do to internationalize UNK.

Review Of Accomplishments

Much of what we do internationally at UNK is done within departments and not necessarily visible to the rest of the campus. By conducting a comprehensive review of our international activities we can not only rejoice in our accomplishments but look to where we wish to head. The following list contains ideas of existing campus activities. The list is only given to help in the development of a more comprehensive review.
D. List faculty research and travel
E. Collect names of faculty with international expertise
F. Collect names of faculty involved in international project
G. Collect names of faculty without international expertise but who are interested in developing international expertise
H. Collect list of languages spoken by faculty
I. Review number of students who have studies abroad
J. Collect list of departments who have developed international study tours or who wish to develop international study tours
K. Review enrollment numbers of international students both graduate and undergraduate
L. Role of the English Language Institute
M. Review exchange agreements
N. Review recruitment of international students

Review Framework
To begin the process we must develop a framework. To help develop this framework we need to decide first what to look at. First we must articulate a commitment. In articulating this commitment we need to look at the following and at other questions not listed that can help in the development of a framework: what is the environment for internationalization at UNK?, what local structures exist that will help or impede the process?, how engaged are our students internationally?, who studies abroad?, who studies foreign languages?, how accepting are we of diversity?, how engaged is UNK with institutions from other countries?, and what is the campus culture?

Gathering Information
To develop the framework we need to have accurate information about UNK. The committee will develop ways to discover what international courses or segments of courses in the general studies already exist. What faculty expertise already exists? What do students, staff and faculty think about the process of and need for internationalization.

Report
The committee will prepare a final report to present to the Chancellor, the Senior Vice Chancellor for Academic Affairs, the Faculty Senate, the Staff Senate, the Student Senate and the Board of Regents. The report might include but not be limited to the following:
- Language requirements
- General studies
- Cultural programming on campus
- James E. Smith Midwest Conference on World Affairs
- Involvement of the Office of Multicultural Affairs
- International Business
- Faculty rewards for international activities
- Travel assistance
- Curriculum development
- Residential and Greek Life activities
Foreign Faculty
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MAUI/Utrecht Consortium
Maastricht Center for Transatlantic Studies
Appendix 2

A Plan for Global Engagement at the University of Nebraska – Draft - May 2012

A Plan for Global Engagement at the University of Nebraska

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A Plan for Global Engagement at the University of Nebraska

Introduction

International engagement has been a nearly universal area of focus for U.S. higher education for more than a decade. The success or failure of American universities’ efforts to engage depends largely on their objectives for interaction and their ability to plan and invest strategically.

The University of Nebraska objectives, related closely to our mission to educate and serve the people of Nebraska, were enumerated in the Norris Lecture, The Global University, delivered by President Milliken at Kearney in October 2009. They focus on offering international learning opportunities to the university’s students; recruiting talented international students to the university; supporting faculty efforts to build relationships, research collaborations and new global approaches to mutually beneficial cooperation; and developing strategic partnerships abroad in fields critical to mutual economic well-being.

The University of Nebraska must be a leading and active player internationally. We cannot assure our children’s futures, our economic position and future well-being, the quality of our institution, and the potential benefits we can provide to the State and citizens of Nebraska unless we work globally to meet current challenges and future opportunities in an interconnected and interdependent world. We must engage internationally to shape an appropriate business, political, social and cultural environment in which we can flourish and prosper.

The University of Nebraska, as a public university, has a special responsibility to look closely at how the objectives of global engagement and the investments required to achieve success will benefit the people of the state. We have respected this responsibility in our past international work, and it will inform our future planning.

The University of Nebraska, a public university with a mission to serve the needs and priorities of our citizens, is uniquely qualified to play a significant role in overcoming the critical common challenges that beset us at home and around the world. The fruits of international collaboration will broadly benefit our community and provide opportunities to advance scholarship, innovation and competitiveness.

Competitiveness is a watchword in Nebraska and the nation as we look to our economic future and our ability to influence developments that will keep us secure at home and overseas. We compete for talent, for markets, for leadership position. Global engagement is integral to developing our competitive position.

The American public university, focused as it is on broad and beneficial outcomes for large numbers of citizens, provides the nation and our state with a significant competitive edge. In our state, the University of Nebraska is an engine for innovation, a collaborator with industry and a builder of human capital.
Enhancing Nebraska’s Competitiveness

Building a competitive edge in the innovation economy relies on three interconnected strategies: building international competence among our students, faculty and citizens; attracting talent to the state; and finding areas of strength that can create a niche for Nebraska in the global economy.

A central responsibility of a modern university is to ensure that its graduates are prepared to live and work in different cultures and with people from throughout the world. Today’s students increasingly recognize that international competence is essential to success in virtually every sphere of endeavor. We must offer them opportunities for global engagement and the tools with which to communicate, cooperate and struggle successfully in the face of natural and man-made stress and threat. The university, as always, remains dedicated to developing responsible citizens for our state and nation as well as responsible players on the world stage.

Becoming more competitive requires too that we provide the environment for our faculty to fully develop their teaching and research potential -- including giving them the resources to work internationally and partner with their peers on scholarship and scientific research. It is important that we build and sustain a university culture that values, fosters and rewards these partnerships. Nebraska and the world face common challenges and a shared need to innovate to meet threats associated with disease, insufficient nutrition and the declining availability of basic resources, including energy and water. We must look to creative individuals both within and outside the state who can add their talents to our efforts in education, innovation and applied solutions. We must also cooperate with other institutions, especially those abroad that share a common set of priorities and the capacity to work with us to produce mutual benefits. Highlighting Nebraska’s core priorities and core competencies is an excellent way to attract and keep the talent we need and secure the benefits of international cooperation for the state.

A strategy for global engagement must also recognize the potential benefit to our state’s economy. Today, Nebraska is fifth in the nation in foreign trade earnings related to agriculture and agricultural commodities – currently the state’s most important global economic activity. The wider world, which is less blessed with resources than we, faces a need to double food production in 40 years, despite the fact that there will be no substantial increase over that period in arable land and little chance of developing additional water resources for food production. Foreign trade and economic relations in the food sector will continue to grow in importance to Nebraska’s economy. At the same time, our expertise in increasing crop productivity and improving water management will make Nebraska a valued partner in addressing food insecurity, scarcity of resources and related issues.

Other key elements in the state’s economy, including construction and engineering, transportation and logistics (both road and rail), information management and security, education for human capital development (especially early childhood education) and responsible public administration, and health care and medical research, also hold great interest and great promise for international partnerships.

Smart investments in global engagement will allow us to accomplish all of this.
A Tradition of Responsible International Activities

Serious international engagement has characterized NU activities at various junctures in the past. Under the enlightened leadership of former presidents and chancellors, we played significant roles in the development of higher education institutions in Turkey, Morocco and Colombia. Faculty recognized the opportunity to cooperate with the U.S. federal government to assist in the transition from Soviet control to more open societies in Eastern Europe and Central Asia.

Our leaders and faculty invested in China and helped produce substantial and progressive change in educational institutions there. (China’s advances demonstrate the critical role of education and research – the higher education institutions the U.S. helped invigorate and the students we have educated here have helped China become a world-leading economic and political power.)

Currently our efforts in medical education and research, public health, community development, water management and agriculture are materially assisting people in Asia, Africa and Afghanistan -- and we improve fields critical to Nebraska’s well-being from what we learn there.

We can most effectively advance in areas where we see the opportunity for mutual beneficial relationships with higher education and research institutions and with the government and business sectors at home and overseas.

NU has the tradition, resources and rationale to be a leader in the global arena, especially in sectors and in regions where our expertise and priorities provide a competitive advantage. Members of the university community on all of our campuses have developed beneficial ways to enhance international exchange and scholarly relationships – and we will maintain and support those efforts.

Importance of planning, engaging stakeholders and developing leadership consensus.

1. A plan is essential.

As we work to focus on programs and activities that reflect our predominant capacities and the themes of highest priority for Nebraska in nations with the talent and resources to cooperate with us to meet global challenges, a strategic action plan is essential to strengthen international collaboration and share fully in the rewards of global engagement.

It is difficult to envision a future that provides the educational, social, economic and geopolitical benefits of serious international cooperation for the university and the state based only on the individual efforts of dedicated faculty and administrators. One department or institute, a single campus, or willing sponsors in government and business alone will not bring the full benefits of international cooperation to the state.

The four strategic objectives and tactical activities enumerated in this plan represent efforts to match the vision and achieve the broad goals outlined in the Norris Lecture for the university community and a wider public. A number of the activities are new; others represent areas, such as
recruitment of researchers and post-doctoral fellows, that are currently managed well by several
campuses. Several activities, for example counseling about international study abroad
opportunities, are currently provided by the campuses; however, it has been clearly demonstrated
that they would benefit from system-wide leadership and support.

NU is playing a stronger role internationally through four key strategies: policy-related
discussions with key international and U.S. leaders; a focus on several critical nations with the
potential for significant partnerships and discussions with those nations’ leaders of government
and institutions; an emphasis on investing in critical themes for primary partnerships and as
spearheads for broader global engagement; and, articulation of a vision for the global university
NU must become.

Our university policies, the place of international appreciation in the NU curriculum, and the
resources required to support the University of Nebraska’s global agenda each needs attention.
An optimal, comprehensive and achievable strategic action plan must recognize the need for global
engagement and internationalization to be part of the NU institutional culture and be based on
stakeholder collaboration.

2. Stakeholder engagement is indispensable.

Faculty members are essential to the global engagement strategy. It is they who explain the
value of international engagement to students and create the most valuable research and
educational linkages with peers and peer institutions outside the United States. The faculty and
their administrative representatives are also the only agents who can assure that the curriculum
reflects the importance of international perspective and experience.

In order to achieve our goal to provide the benefits of a successfully engaged global university
to our community and the state as a whole, the faculty, students and university leadership need to
work closely together.

We can achieve faculty, student and administrative stakeholder support of NU’s plan through
more engagement in NU and campus meetings focused on the formulation of tactics and refining
of the international strategy. The creation of a Global Engagement Advisory Council that will
provide on-going work, guidance and support for the aims associated with building the global
university is an indispensable requirement if our project is to succeed. The Global Engagement
Advisory Council could lead the effort within the faculty and academic leadership community to
include global perspectives in efforts to internationalize the curriculum.

There is considerable campus appreciation of NU’s strategic aims and the vision of deriving
full benefits from global engagement, improvement of institutional quality and an increase in
status through responsible international collaboration.

A growing number of students recognize the opportunity provided to them by a more vigorous
international strategy. We need to include students as stakeholders in our enterprise.
3. Leadership consensus is vital.

Stakeholder collaboration will take time to develop. But the global engagement incubation process can be furthered by NU and campus leadership developing a consensus around a few key resource, public affairs, administrative and academic and planning priorities identified later in the discussion about the strategic plan.

Important activities that will assist consensus building have begun. Over the last 18 months, we have briefed the Board of Regents about our overall international higher education agenda. The objectives in the Board’s 2010-2013 Strategic Planning Framework now include international elements related to excellence in teaching, preparation of students, investment in areas important to Nebraska and recruitment of talent. In addition, the University of Nebraska Foundation’s capital campaign includes as one of its main goals raising funds to expand the global engagement agenda.

4. Demonstrating the importance of global engagement is key

American universities, including Nebraska’s campuses, faculty and administrators, have discussed for years the importance of international engagement and have achieved important international success. However, there is too great a gap at NU and other institutions between the discourse about global engagement and the indicators of commitment to international activity in our curriculum, our communications and our planning.

In preparation for global agenda planning, we surveyed websites and course listings from the NU campuses in an early attempt to gauge campus involvement and register the level of importance our academic units give to international affairs.

The results of the website survey and course listing review were instructive -- international did not seem to figure prominently. But perhaps the results are not conclusive since in follow-up telephone queries to deans and departments some international elements were identified in certain subjects, although these were not clearly indicated in the course listings. Later in this Global Engagement Plan we recommend that faculty review the curriculum to determine the extent to which it reinforces the global aspirations of the University of Nebraska.

The website homepages of the four campuses and the university system did not highlight international engagement or international partnerships. This is not always a clear indicator of engagement, but it is important -- and on our public face it is an easy feature to enhance. It is one of the most important ways to demonstrate to domestic and international applicants and potential partners our institutional interest in the wider world.

5. Assessing our position is important

A. Top Line Survey

Following a discussion with the CAOs about the website survey findings, the Provost suggested that NU orchestrate a survey focusing on critical international engagement indicators. Working with the CAOs on the four campuses, and through them other interested individuals, NU developed a top line survey to indicate where the campuses are, relative to the strategic objectives
outlined in the Norris Lecture, and what resources, if any, currently support each individual campus’ international development goals.

The campuses do not have robust strategic plans for global engagement – there are plans outlined for international activity on two campuses and two campuses have planning processes in progress to develop long term strategies relating international involvement to their core missions. In the top line survey responses (see Tab A for a four-campus compilation and individual top line survey responses), the campuses identified lack of resources as the chief obstacle to strengthening international development on their campuses.

Funding for study abroad services and support of international students and scholars is limited in all cases -- with current activities supported with some state funds, student fees, service fees and revenue from English Language Services.

Foreign language teaching, which across the country is a clear indicator of an institution’s international engagement, is expanding for only one world region receiving priority attention – China. There is no emphasis on South Asian languages or the languages of other emerging important markets.

Three institutions have no study abroad requirement in any discipline. One institution has a study abroad requirement in the International Studies and International Business majors and the International Agriculture and Resources minor. In listings of the most popular study abroad countries for NU students, only one campus lists China as a frequent destination for students. Faculty-led, short term programs, programs in countries where the campus provides foreign language, and English medium countries provide the most frequently visited sites by NU students.

Two of the countries that are focus areas for investment, China and India, are considered important areas for growth by several campuses but otherwise there is no discernible strategic pattern in country emphasis related to recruitment or study abroad. Based on the survey, Canada and Mexico, our closest neighbors and the trading partners most important to the U.S., hold little interest among campus respondents.

B. Other Universities’ Presentations of Global Engagement

We also conducted a review of active and successful U.S. higher education institutions committed to global engagement. (See Tab B for a report on university public presentation of international engagement.) We chose both public and private universities and colleges based on recognition of international engagement in the higher education field. The review focused on the extent to which these globally recognized institutions communicated international interest and international strategies publicly on their websites to internal and external audiences.

The majority of the institutions had highly visible global or international links on the university homepage demonstrating that international engagement is a priority of the institution.
Most of the institutions stated that they had a strategic plan focused on internationalization, although only a few make these available to the public. The type of strategic plan described differed at the surveyed institutions.

Some of the plans were integrated into the overall university strategic plan (Duke), while others were stand-alone documents that focused only on international strategic planning (Indiana University). At the very least, the majority of all institutions surveyed articulated their international vision, mission and/or areas of strategic priority on the website.

Several universities featured specific countries or regions where they focus their efforts; China and Africa make up two of the three international initiatives at the University of Michigan, for instance. Other universities chose broad strategic initiatives to highlight. Purdue, for instance, has three overarching strategic initiatives that define its position: Develop a Global Mindset, Transform our Global Mission, Enhance our Global Presence.

C. Management of Global Engagement at Other Universities.

Across the NU system there are different approaches to managing and directing programs and services that support global engagement. Currently on only one of our campuses is direct leadership for the activity vested in a senior official. On another, leadership and supervision has been reduced and responsibility moved from senior leadership purview and placed under a leader committed to several other significant undertakings.

Following a faculty meeting with colleagues at UNL/IANR, when the issue of campus leadership of international activities was raised and questions about successful models at other institutions surfaced, we researched the organizational leadership structure at 13 successful and respected internationally engaged universities — institutions we might emulate as we seek to increase our international activities and success. (See TAB C for global leadership examples.) We found that at all institutions a senior level administrator focused on international engagement was situated within the president, provost or chancellor’s office. Furthermore, all such individuals, were given an administrative title, e.g. Vice President for International Relations (ASU), Vice Provost for Globalization and Multicultural Affairs (NYU), and Vice Chancellor for Global Affairs (SUNY System). None of the institutions we might emulate chose titles for their international strategy leaders traditionally found in the academic affairs realm, such as dean or associate dean.

From this review we developed a picture of other institutions in which executive management of international activities was ranked as a significant responsibility. It also seems that at these institutions matters such as study abroad, international student and scholar services, international program development, and management of the regulatory and legal environment are treated with more discrete attention than we do within the NU system.

Overview of the Strategic Plan

NU Vision and Leadership Initiatives
As we work to achieve global engagement and build the global university described in the Norris Lecture, the following crucial vision and strategic initiative elements should serve as a guide and rationale for NU’s efforts.
Vision
The University of Nebraska shall be a vital partner in global engagement by:
• preparing students for a global cultural and competitive economic environment;
• attracting the best talent to Nebraska from around the world;
• providing faculty opportunities for international collaboration, teaching and research;
and,
• enhancing Nebraska's economy and our international collaborators' success through research and innovation for mutual benefit.

To achieve our shared vision and effectively support the University of Nebraska's effort to become a sought-after global partner in mutually beneficial research, educational exchange and innovation, we must give serious attention to creating NU system leadership consensus about globalization priorities, increasing our public relations efforts and continuing to develop our international policy leadership work.

Leadership Initiatives
We should look to the following leadership consensus outcomes, public relations efforts and policy leadership outcomes:

1. Leadership Consensus
We must build consensus among the chancellors, CAOs, research vice chancellors and others about how best to: 1 – amplify to the university community and the wider public NU's international vision and goals strategy for beneficial global engagement; 2 – identify themes and issues that will help us establish our expertise abroad; 3 – leverage campus activities for the advantage of all including the originating campus; 4 – identify priority countries and relationships for investment; 5 – support faculty and students to engage internationally; 6 – adjust policies and create administrative structures that support the development of robust international programs and collaboration; and 7 – develop administrative structures that help build a uniform high quality of service for international activities across the system.

Although oftentimes viewed by donors and some administrators as a second or third order issue, administrative resources are essential if the University of Nebraska is serious about moving forward in a manner that will help us fully exploit global engagement. New resources will be required to advance many of our objectives; the need for resources was the common refrain at all levels in the university community where draft versions of the global engagement plan were reviewed.

Leadership consensus, therefore, about making resources available to campus stakeholders to invest in services is a necessity. Among those services is international business development. Support is needed for staff to provide personal interaction, proposal writing and communications to cultivate potential clients responding to international opportunities. None of the campuses has robustly created this capacity -- and this lack distinguishes NU from most U.S. institutions serious about international engagement.
The University must forge agreement among those in leadership positions to highlight international engagement as a priority theme in the Campaign for Nebraska, stressing the need to establish new scholarship funds for students and faculty.

2. Public Relations Efforts

A comprehensive, coordinated international communications plan, that includes targeted marketing both to internal and external audiences, is essential. Strategies include:

- Generate and disseminate information for the general public about our international activities, successes and the benefits of global engagement.
- Develop close collaboration among campus PR offices and NU university affairs on international issues.
- Engage in assertive marketing of NU resources and sector leadership with foreign and international media during travels.
- Strongly communicate NU's areas of emphasis to foreign governments and US agencies' offices at home and abroad. For example, focus communications on our global Water for Food Institute in key nations like India, China, Brazil, and Vietnam.
- Develop fact sheets and other materials about exciting priority initiatives, including references to specific outcomes. Priorities are the Water for Food Institute, Innovation Campus, PKI, the Buffett Institute, the Institute for Rural Futures and UNMC's Public Health and Medical Research Agenda.
- Distribute university addresses and op-eds that champion the value of international collaboration.
- Consistently and uniformly underline global engagement activities on our websites and in speeches and publications developed by the campuses and the president's office.
- Develop materials specific to key audiences, including students and their parents, community and local government leaders, prospective international students, prospective institutional partners and others.

3. Policy Leadership Work

We have an opportunity to advance our role as an international counselor. Through participation in a limited number of important and influential forums, NU will be recognized as a significant U.S. higher education player by governments, national associations and international policy formulation groups such as Stockholm World Water Week and UNESCO committees. We will serve as a sought-after advisor at home and abroad on areas of priority such as water management, early childhood development, information security.
The Plan

The Plan recommends key investments, programs and/or administrative adjustments to strengthen our ability to play an increasingly robust role internationally as we serve the state's needs and address challenges that influence us and all citizens of the world. It also proposes an approach that will bring together faculty, administrative stakeholders and university leadership along with student representatives in a collaborative process to make global engagement and internationalization an integral part of program development, teaching, research and the curriculum.

The Plan is designed to be a general map for engagement with a few illustrative milestones as guides; many of the activities that will be undertaken to enhance our global relations will reflect the specific topography of the individual campuses that make up the University of Nebraska and will build on the solid international undertakings achieved by individuals and institutions to date.

The Plan is designed to be inclusive and serve all campuses in the network and their communities made up of undergraduates, graduate and professional students, post-doctoral researchers, faculty, administrators and staff.
Objective 1: Offer every undergraduate student the opportunity for a meaningful academic experience abroad

Currently only about 15 percent of NU undergraduates study abroad. An international experience is becoming an important part of a graduate’s portfolio and is increasingly valued by employers. It is important that we encourage students from more disciplines to pursue international study, that we promote longer and more meaningful international experiences, and that we encourage faculty to raise the bar for international engagement – in the classroom, in developing study abroad programs, in their own research and in scholarly activity. This is not a frill or luxury, and it should not be reserved only for those whose families can afford it.

- President Milliken, the George W. Norris Scholarship Lecture, October 2009

Tactical Activities

A. Build aspiration and provide opportunity

Generating the aspiration among all our students, undergraduate and graduate students, to study outside the U.S. and the recognition that study abroad, in faculty-led programs, through independent study or under the auspices of other university administered/international organization sponsored programs, is within their reach is as critical to the success of this venture as providing financial resources.

We must increase the numbers of students aspiring to study abroad and aspiring to engage in meaningful international academic experiences at home while simultaneously establishing opportunities that financially support their ability to study abroad.

3. Building Aspiration

- Provide timely and accurate information about study abroad opportunities and international scholarship opportunities to all students, early in the freshman year. Schedule campus sponsored and faculty-led study abroad opportunities in advance and on a rotation so that students can plan and prepare.
  - A short presentation to be given early in the freshman year to students emphasizing the importance of studying abroad, addressing the common myths associated with study abroad (e.g. students cannot graduate in a timely manner if they study abroad), and informing about scholarships available.

- Highlight the value of study overseas through student government, faculty and administration communications at a minimum of three points in the year.
  - Student government organizations and Faculty Senates are two highly visible and influential constituencies that should be cultivated. Using the groups’ venues, NU leaders and students can communicate with these constituencies through presentations, workshops or other meetings to ensure we reach the largest number of students possible.
• Provide individual mentoring and group advising by faculty and administrators to all international scholarship applicants.
  o Encourage U.S. faculty and administrators to nominate students for international scholarships.
  o Designate faculty and senior administrators on each campus as advisors and mentors for student scholarship applicants and list these resources on the campus website.
• Use peer role models/testimonials to generate interest among students, engage parents and community leaders as advocates, and assuage concerns of students and parents.
  o Develop first-person student accounts of the benefits of international engagement to reach students through publications, social media, websites and other media.
  o Identify concerns and fears of parents and students regarding international travel and address those concerns through communications materials.

2. Providing Opportunity

• Offer passport applications, passport photos for all incoming U.S. citizen freshmen or make a U.S. passport a requirement for admission.
  o The indispensable element required to travel internationally
  o At New Student Enrollment (NSE), incoming freshmen will receive passport application forms and a letter from the chancellor about the importance of global engagement.
  o Paying for passport fees is approximately a $250,000 investment each year.
  o Paying for passport photos is approximately $15,000 per year.
• Provide a range of financial resources and supportive administrative and academic policies that put study overseas in reach
  o Create a NU-wide international, sliding scale fellowship award for undergraduate students – ranging from funds for transportation or materials to larger amounts of money.
  o Address policies to ensure that NU and/or state financial/scholarship aid is portable for study abroad.
• Provide funding specifically targeted at certain socio-economic groups of students
  o Return on Investment Award – Offer a return on investment award that provides several thousand dollars in replacement resources to those who give up summer employment to successfully complete a serious study or service learning opportunity over the course of the summer break. Summer opportunities are often the best time for students to engage in serious introductory international
study. But for low income and middle class students, summer is the prime time to create earnings to support academic year expenses. Many students, therefore, are unable to realistically contemplate pursuing summer study outside the U.S.

• Focus opportunities on University of Nebraska priorities
  o Provide a flagship, merit-based, undergraduate- and graduate-serving, NU foreign study scholarship – open to all Nebraska system students – designed by the faculty, emphasizing cross-discipline cooperation and study in one or two fields strategically important to the University of Nebraska's contemporary interests (agriculture, health, education, engineering, for instance).
  o Locate these foreign study programs at peer institutions in countries of strategic emphasis.

• Provide further financial assistance to recipients of prestigious merit based international scholarships.
  o Provide supplementary funding to merit based international scholarships awards to winners of Gilman Scholarships for Pell-eligible students, National Security Language Awards, Freeman Asia awards (awards similar to those mentioned do not provide complete funding of all costs associated with foreign study).

• Provide further assistance on transfer articulation of courses to degree programs.
  o To infuse an academic message and expectation in study abroad, students need to understand and know how courses will transfer before departure on programs not led by campus faculty.

• Create student internship opportunities by collaborating with Nebraska-based businesses, with U.S. international agencies, NU alumni and with multilateral institutions.
  o Develop an internationally focused internship program serving all NU students. Attachments with business and government hosts for students provide practical experiences in business and/or government in Nebraska-based companies' home offices, with state government partners in key markets overseas, with federal government and international associations in major US commercial centers or overseas.

Outcome

1. The entire NU undergraduate and graduate student population is aware of the value of international engagement, attuned to the opportunities that are available and capable of significant participation in foreign study, service learning and education-related internships.
B. Strategically increase study abroad office effectiveness, engagement and services

Increase the effectiveness and engagement of NU study abroad services by strategically focusing on increasing awareness and opportunities for students to study and build communication skills and other tools in countries and at institutions that we have designated as intentional and significant partners.

1. Uniform study abroad advising and services across campuses
   - Make study abroad advising a distinct, uniform, professional skill set among international program staff.
   - NU Vice Provost for Global Engagement will work with campuses on a uniform training plan, professional development, staff travel and study abroad program development services and opportunities including best practices in pre- and post-trip activities, the importance of setting academic expectations and the advantages study abroad provides in reaching academic and career goals.

2. Establish programs for students that address pre-departure and re-entry
   - Pre-departure counseling programs and re-entry sessions for Nebraska students will better prepare them for study and life abroad and reintegration into academic and social life when they return. Returned NU study abroad alumni would work with administrators on these initiatives. We must frame the experience and expectations for study abroad beforehand as an academic experience and coherent part of the degree program, and help students assess how study abroad has changed them and how they can communicate that to potential employers and fellow students.

3. Outreach to increase study abroad awareness and participation
   - Develop a campus centered Envoy Association of students who participated in international study, service learning or research and then engage them when they return to assist their peers by promoting study overseas and by assisting in study abroad counseling.
   - Target study abroad alumni for further serious international internship and scholarship activities such as the Fulbright Scholarship competition.
4. Provide skills development courses that enhance students’ experience abroad

- Offer free university-provided skills development through short courses for students embarking on service learning and/or English language teaching outside the U.S.
  - This sort of activity would add value to the students’ applications, build their confidence and make them more competitive in the study abroad and service learning marketplace.

5. Assessment of impact of study abroad experiences

- Help students understand how they have been changed and how that change adds value to them professionally. Students need to be able to articulate real outcomes to employers and connect these to a skill set gained. Assessments can also provide data to study abroad leaders that will help us design better experiences for students.

Outcomes

1. Campuses, administrators, staff and faculty are focused on the importance of developing long-term programs that are mutually beneficial to both the University of Nebraska and its partners.

2. Administrators see beyond building study abroad based on purely personal ties, and help students and faculty direct their efforts at target countries and institutions that will provide a high return on investment for our institution, our students and the wider community.

3. Study abroad advisors communicate the rationale for global engagement in order to inform and guide students as they develop their plans; students understand the special value and opportunities available in our priority partner countries.

C. Include a global awareness element in every academic discipline

This is a fundamental issue. We need to focus on including international perspectives in our courses and appropriately invite the world into our classes. We cannot be seriously engaged globally if the curriculum does not convey the utility of a global perspective and the contributions to scholarship and research made by those who live outside the U.S.A.

Certainly there are numerous examples of committed faculty and staff who integrate a global perspective into teaching and campus activities. The survey undertaken for this report indicates that we may not always adequately reflect this commitment in our course descriptions – as stated earlier, a review of course titles does not always produce a clear picture. But it is likely we could do better in this regard. It might be useful to propose that the curriculum and individual courses should be reviewed to determine if they reinforce our commitment to global engagement and
where that is not the case, faculty should be encouraged and supported in refashioning their courses to do so.

- The tactical activities associated with this element are best defined by a formal advisory process and/or group as recommended in the Stakeholder Engagement section (pg. 5-6), where it is identified as the Global Engagement Advisory Council, because faculty and senior administrative support is required if courses and the wider curriculum are to change.

Objective 2: Double international student enrollment across NU by the 150th anniversary of the University

Our efforts to attract international students have a very direct economic impact... In Nebraska, the international student population in colleges and universities contributed an estimated $80 million dollars to the state’s economy last year. But the real value is in the richness of the experience we gain by having students from Japan, India, Mexico, and Africa on our campuses and in our communities. We need to offer our students — in the middle of the continent far from global capitals — the opportunities their peers elsewhere have... One of the best forms of diplomacy is educating people who will go back to their countries as leaders; leaders who understand the United States and have an affinity for this country and its institutions.

- President Milliken, the George W. Norris Scholarship Lecture, October 2009

Tactical Activities

A. Develop a NU strategic recruitment effort focused on priority nations and key research areas and build on alumni relationships

- Network of Alumni Ambassadors – identify international students returning home to key target countries who will work to publicize NU and help with recruitment.
  - Alumni Ambassadors are recommended by the campus and provided with modest amounts of resources for recruitment work by NU President.

- The NU Student Momentum Recruitment Effort – underwrite one recruitment trip each year to priority country led by student leaders supported in their efforts by career admissions and recruitment professionals.

- Facilitate one or several campuses representing the system in recruitment fairs abroad with an emphasis on widely recognized NU target countries.

- Build strong relationships with U.S. national sponsoring agencies that place international students in U.S. higher education institutions for foreign governments, corporations, foundations and the U.S. government.

- Provide first rate foreign credential evaluation for NU departments and schools, advise on national security matters associated with international students and assure NU’s ability to
operate within the legal and regulatory environment when supporting international students, scholars, and international partnerships.

Outcomes

1. Internal and intercampus cooperation in recruitment of students abroad especially in priority nations and in nations where priority themes of the university are best matched by student preparation, higher education quality and shared interest in development.

2. NU achieves an increased level of awareness among prospective international students; increased number of applications and admissions on all campuses.

3. Faculty and administrators have wider access to competitively selected potential students.

4. Campuses develop additional resources in evaluation of candidates and maintenance of our regulatory certifications.

B. Establish, provide and promote financial assistance possibilities for international students, including tuition reductions and scholarships in key research areas.

- Establish special scholarships in key fields that attract high quality international students with our sights focused on important contemporary issues that garner international interest as well as those that leverage support of business, foundation and government partners in the U.S. and abroad.

- Standardize and streamline tuition reduction policies so that campus officials seeking cooperation with targeted foreign universities or ministries have greater freedom to negotiate price. An annual overall policy that establishes key priorities would eliminate the need for individual negotiated requests in target areas so agreements can be concluded quickly.

- Develop a Supplemental Scholarship Venture Capital Fund that leverages cost-shared programs, especially U.S. and foreign government programs, thereby allowing departments to buy down tuition costs close to in-state tuition for strategic partners, fields and targeted countries.

Outcomes

1. Prospective international students regard the University of Nebraska as an institution that values their contributions by providing financial resources and seeks their engagement.
2. NU negotiators and recruiters have the ability to deal quickly and effectively with targeted foreign governments and institutions to develop programs in priority fields and countries.

C. Create programming and services that cater to and enhance the international student experience at NU, including stronger engagement between the domestic student population and international students.

- Establish a uniform, standard international students/scholars support service/student affairs office that operates on each campus located within the student union or similar accessible and high traffic venue providing a welcoming, supportive, inclusive environment that goes well beyond visa and immigration services.

- Enhance the activities of current international affairs personnel who are highly trained to work on visa and immigration services by having similarly trained professionals, student and community volunteers who focus specifically on assisting international students and scholars with campus engagement and acclimation to Nebraska.

- Provide strong administrative, counseling and social infrastructure support for the internationals on campus, including support to provide adequate housing for international students and accommodations for international faculty.

- Engage domestic students as well as other volunteers with welcoming (airport pickup and meet and greet), new international student orientations, academic advising, acclimation to new environment, and various programming that enhances cross-cultural understanding through workshops and events targeted to engage both international and domestic students.

- Organize programs including weekly informal coffee gatherings, where international and domestic students meet to socialize and learn from one another and develop workshops to inform international students how to be more successful at NU -- concentrating on themes such as: Working in the US, Managing Your Finances, Buying a Car, Working with Your Academic Advisor, American Educational Systems and Pedagogies.

- Place a similar increased level of effort in the advising and mentoring of individuals from outside the United States who seek educational opportunities and the strengthening of their professional careers through participation in Online Worldwide.

- Provide guidance to faculty, staff in housing, advising and health services and domestic students about working across cultural and linguistic barriers and understanding the experiences and expectations that international students bring with them.
Outcome

5. Campus administrators recognize that it is extremely important that international students and scholars have a positive experience at the University of Nebraska, regardless of their purpose or length of stay. These students and scholars benefit us not only by enriching campus and community life, they are also the best advertisement for increasing NU recognition abroad as international student population increases on all four campuses.

6. International students have a positive experience at the University of Nebraska and become advocates among their peers when they return to their home country. International Students have a place where they would feel free to request academic and future career assistance, discuss problems, and explore possibilities of getting more involved in community life.

7. Those seeking to participate in distance education opportunities develop confidence that University of Nebraska counselors recognize their individual needs, initial inquiries lead to enrollment commitments.

Objective 3: Significantly increase opportunities for NU faculty to work abroad, collaborate with colleagues and host visiting colleagues from abroad.

As important as it is for our students to pursue international study and be exposed to international students on our campuses, it is equally important that our faculty live and do their scholarly work in the world of knowledge, which certainly doesn’t end at our borders. We must support faculty efforts that go beyond exchange programs and international visits to build relationships, research collaborations, and new, global approaches to mutually beneficial partnerships. There are opportunities available that we have not taken full advantage of, and as an institution we must also find ways to encourage and support our faculty efforts.

- President Milliken, the George W. Norris Lecture, October 2009

Tactical Activities

A. Establish funding opportunities

1. NU and campuses support group faculty visits to high priority countries and institutions for exploration of research and teaching opportunity and collaborative potential.

2. NU Presidential Global Scholars Program shares expenses for visiting foreign faculty expert in a priority theme area such as early childhood development at each of four NU campuses.
NU Presidential Global Faculty Fund provides 10 fellowships a year to faculty to work internationally in priority countries or on priority themes.

B. Designate faculty mentor and administrative counselor
   1. Each campus provides a designated faculty mentor and administrative counselor who coordinates and supports faculty interest in competing for fellowships and international awards similar to The Fulbright Scholar program and hosts invited experts and resident alumni who have won international research and teaching awards for best practices workshops.

C. Provide opportunities for faculty advisors to participate in study abroad programs.
   2. In order to assist faculty to better understand study abroad and its value and communicate the value to students, campuses could make available resources for faculty to observe campus-organized or scholarly association-organized language or study programs outside the United States.

D. Establish standards and policies that support international collaboration and faculty research abroad.
   1. President, chancellors and CAOs establish uniform standards that allow pre-tenured faculty to participate in international programs and urge departments to consider international experience as a positive factor in evaluating tenure.

   2. NU full-time faculty are permitted to be reassigned to teach or research in another country as part of their regular duties without having to take a leave of absence or suffer cuts in salary or benefits.

   3. Policies in place and functioning that require the campus to provide a faculty member who wins a Fulbright or other prestigious award a portion of his or her regular salary, which, in combination with the fellowship stipend, keeps salary and benefits whole during the time the faculty member is on his or her Fulbright or other program.

Outcome

8. More faculty members seek out opportunities for international engagement because commitment and financial support are in place to enhance faculty engagement in priority areas. Resources are in place to assure individual inquiry and research. Departments and
individual faculty are encouraged to pursue additional areas of inquiry so NU is positioned to “look around the corner” to respond to unanticipated emerging opportunities.

Objective 4: Work for mutually beneficial collaboration with institutions, governments and business outside U.S. on key areas of importance to Nebraska.

This not only serves the interests of the University and our state, but also our nation. We will focus on countries with well-developed higher education systems and economies that will allow collaborative relationships....Foreign investment in Nebraska is crucial to the economy of our state; more than 400 foreign-owned companies employ some 20,000 Nebraskans across the state. We will collaborate with nations with the greatest potential return on investment... serve our nation’s interest through involvement in U.S. -sponsored work in the developing world where we have much to offer – agriculture, water, early childhood development and medicine come to mind immediately

- President Milliken, the George W. Norris Lecture, October 2009

Tactical Activities

A. Strategically choose country-specific collaboration

4. Focus on nations or geographic sub regions where wide and immediate mutual benefit is derived from cooperation. Targets might include countries with strong higher education institutions, large numbers of well-educated students, localities sharing common interests with Nebraska, and places where collaboration for innovation is welcome. Priority localities for investment might include China, India, Brazil, Turkey, Russia and Southern Africa.

5. Establish partnerships in places such as Israel where high quality research and talent makes collaboration attractive.

6. Collaborate in places such as Vietnam and Indonesia where local infrastructure does not permit adequate opportunity for quality higher education and financial resources for human capital development permits investment in and support of study in the U.S.

7. Offer a unique opportunity to a foreign partner to participate in a U.S.-style public-private sector innovation incubator by basing a research operation at Innovation Campus

8. Efforts should be made to transform existing personal relationships into broader institutional partnerships abroad and we should be attentive to issues of peer to peer institutional alignment.
Outcome

9. NU investments, faculty energy and student engagement are directed at those relationships and locations with the potential for the highest return and most productive rewards for Nebraska

B. Focus on predominant capacity and high priority themes

9. NU’s most critical relationships should be associated with our predominant capacity and high priority themes: quantity and quality of agricultural and food production, life sciences, better use of water resources, improvement in public health, medical research and medical care, and educational improvement. These relationships should focus on issues such as the need to boost higher education administration and management and early childhood development, infrastructure development especially related to transportation, information management and security, sustaining resources and managing climate change.

Outcomes

10. Five or six ‘distributed’ Water for Food Institute centers established outside the U.S. at UNESCO IHE -Delft, in Brazil, Zambia, China, USAID’s Water Center in the Mid-East and India. These demonstrate our commitment to collaboration and cooperative development and provide us with laboratories to improve our own management of a resource essential to Nebraska.

11. A secure, reliable and excellent foreign university from one of our target countries participates in joint development at Innovation Campus on a critical priority – food safety or energy, for instance.

CONCLUSION

There is a strong consensus across the University of Nebraska system that strengthening global engagement and building on a tradition of success with international activities will improve the educational outcomes the university seeks. There is general agreement too that improving NU’s international capacity will contribute substantially to the knowledge and innovation economy the university is developing to serve its graduates and the people of the State of Nebraska.

A flexible plan that will enable the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska Medical Center, the University of Nebraska
at Omaha and the University of Nebraska Central Administration to work together is essential in our efforts to maximize the benefits of global engagement activities.

The plan needs to offer guiding principles, rather than specific prescriptions, that will enable stakeholders across the system to maximize their priorities, advance special needs and unique areas of excellence, and create a culture of international education, cooperation and exchange on each of the campuses.

Investment in four areas is critical to the creation of an overall culture of global engagement. We need:

5. strong and dynamic international administrative infrastructures staffed by knowledgeable personnel devoted to student and faculty service;
6. a curriculum that conveys the importance of a global perspective;
7. financial resources for students and faculty that will make help make participation in international activities a reality; and
8. an international communication plan that markets the opportunities and results of global engagement to internal and external audiences.

The plan must be flexible to allow the fullest participation of our campuses and various stakeholders. At the same time we need to make sure that we track efforts to achieve our goals and develop metrics that will allow us the opportunity to judge which units are meeting with success and progress on goals, which activities might be recommended for NU-wide replication, which new investments in funding are achieving the best results, and which recommendations from the global engagement advisory council are transforming the curriculum to demonstrate the importance of a global perspective.

The Chancellors in consultation with the President are best suited to identify those indicators that will demonstrate progress in our global engagement strategy and complement the two metrics currently included in the University’s Strategic Framework under the rubrics of enrollment of international students and of study abroad for American students.

The creation of the global university for the 21st Century advocated by President Milliken in the Norris Lecture is a goal to which we should aspire and which we achieve. Through our efforts building the global university in Nebraska we will improve the overall education and service mission of NU.

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UNL: 36-42
UNO: 43-51
UNK: 52-56
UNMC: 57-60
NU Top-line Survey Compilation Overview

1. Does your campus have a plan for international development and collaboration?

(In general, none of the campuses had by spring 2011 what would be considered a strategic plan, although one identified its document as strategic (UNK) and one identified its programming plan as strategic. UNMC and UNL were in the process of developing mission driven global engagement plans – the aim is to make them strategic.)

   a. UNL: Yes. A Vision for International Programming
   b. UNO: No, not a campus-wide plan: but the campus respondent says that the UNO International Studies and Programs (IS&P) office in its strategic planning and 5 year program review reports identified priority goals that are consistent with NU global strategies. IS&P also maintains memberships with several related professional associations and was selected as one of the charter members of the ACE Internationalization Collaborative. NB: One of the key recommendations of ACEIC is to have a campus wide internationalization plan.
   c. UNK: Yes. Global Strategies
   d. UNMC: No. By Dec 2010, UNMC will develop a comprehensive strategic plan that identifies priorities and aligns resources focused on at least one premier partnership. NB: UNMC’s plan completion date has been pushed to March 2011

2. What activities and resources currently support international development goals?

   In general, the campuses seem to equate support of international development goals with international programs. UNO and UNK report about activities that underpin support of building international engagement. UNL lists a summary of study abroad programs but doesn’t describe the resources that help support these international experiences. UNMC declined to respond.

   a. UNL lists a number of study abroad, faculty-led and faculty exchange programs organized within the colleges. For example: The College of Architecture has a faculty exchange arrangement with a school in China.
   b. UNO:
      a. Study Abroad, International Admissions, International Student Advising, ESL, International Studies major, and the Center for Afghanistan Studies, the Bethsaida Biblical Archeology Project, and international community engagement support international development.
      b. College of Business Administration’s Board of Regents-approved Center for Business Initiatives supports international development
      c. Part time staff and volunteer faculty at College of Information Science (IS&T) and Technology help with recruitment, coordination, and advising for study abroad programs, and grant-related exchanges in IS&T.
   c. UNK:
a. The institution employs professionals in study abroad, international student recruitment/support, ESL and visa-related issues.
b. Provides an annual faculty trip with some funding for conferences.
c. Sponsors annual World Affairs Conference, a semester abroad program in China, and International Food Fair
d. Offers majors in Int’l studies, and several world languages (Chinese & Japanese)

3. What are the greatest obstacles to international development on your campus?
   a. UNL: Money
   b. UNO: Lack of funding
   c. UNK: Respondents felt that location was a deterrent. Also most members of the UNK community have not had substantial exposure to other cultures nor experience living abroad, therefore creating interest difficult.
d. UNMC: No response to this question.

4. What campus operations best support your international development goals? 
   Only one campus noted its office of research as supportive. One in a later item noted the Research office helped with faculty linkages. None of the campuses noted their Chancellor’s operations as supportive of international development goals. UNMC mentions later in the survey that its Chancellor’s office is supportive of international students/faculty.

   NB: There is a lack of consistency/uniformity in the way the campuses title their ‘global engagement office’.

   a. UNL: Office of Senior VC for Academic Affairs, Office of Undergraduate Studies, Office of Graduate Studies, Admissions, Intensive English Program, and Office of International Affairs
   b. UNO: Primarily International Studies and Programs, sponsored programs and research, graduate studies, financial aid, and accounting.
c. UNK: Office of International Education, Academic Advising, Residential Life, Office of Multicultural Affairs, Office of Dean of Students, Office of uh Senior VC-Academic and Student Affairs, and Office of Intramural Sports.
d. UNMC: The International Studies and Programs Office

5. How are International Program Offices for Study Abroad and International Student and Faculty funded?
   NB: UNL doesn’t receive funding from English Language activities. UNMC has the most highly developed service fee structure.

   a. UNL: State funds and student fees. (Degree seeking international undergraduate
and graduate students who are F or J visa holders pay $35/semester fee and $35/summer fee.)

b. UNO: Limited state funding, but International Studies and Programs generates considerable program income and funds all or part of following positions: Director of IP, Assistant Director of International Student and Scholar Services, International Admission advisors, Assistant Director & instructors of ESL.

c. UNK: Office of International Education is funded primarily by UNK and secondarily by English Language Institute revenue. UNK funds tuition remission programs and academic teaching faculty. ELI funds administration, teaching staff, and operating budget.

d. UNMC: The lion’s share of international office revenue is derived from fees departments pay for preparation of immigration documents services. A smaller source of revenue is the $100 study abroad fee for students participating in four-week or longer global health electives and $50 fee for students participating in one-week medical service trips. Most four-week study abroad programs are self-funded by the students (many with the help of Federal Student Aid). Students participating in the annual SAGH/ISP-sponsored one-week medical service trips actively fundraise October-March to cover 25-90% of trip costs.

6. To which less commonly taught languages is foreign language teaching expanding at your institution?

NB: None of the institutions mentioned languages of India, Pakistan, or Bangladesh.

a. UNL: Arabic, Chinese, Japanese
b. UNO: Arabic, Japanese, Russian
c. UNK: Chinese, Japanese
d. UNMC: None are expanding – UNMC has longstanding Spanish immersion program in Nicaragua and Guatemala.
NU Goal 1: Academic Experience Abroad for U.S. Students

1. Do any of your institution’s academic disciplines or programs require study abroad?
   a. UNL: Yes, International Studies (study abroad or international internship is required) International Business (UNL-sponsored, 3 credits study abroad is required), International Agriculture and Resources minor – AGRI 310 or NRES 315 (study abroad) required
   b. UNO: No.
   c. UNK: No
   d. UNMC: No

2. Currently, which foreign countries do your students visit more frequently for study?
   Only UNL includes China. None of the potential strategic focus countries discussed by some NU and campus leadership such as India, Brazil, and Russia are included.
   a. UNL: UK, Spain, Italy, France, Greece, China, Japan, New Zealand, Egypt, Argentina.
   b. UNO: Australia, Japan, Germany, Spain, Austria, France, UK, Ireland, Norway, Morocco, Israel, Mexico, Nicaragua, Costa Rica.
   c. UNK: Czech Republic, Netherlands, Japan, South Korea
   d. UNMC: Nicaragua, Mexico, Peru (The number one trip is Jamaica, but due to political turmoil the 2010 trip was cancelled)

3. What is it about programs in those countries that make them popular destinations for your students?
   a. UNL: Faculty-led and short term programs (Currently largest numbers of study abroad students go to UK, on faculty led short term trips.), perceived importance of the country politically and economically (China), English speaking nation, language instruction provided on campus, convenient travel to neighboring countries, friend’s recommendation, heritage/family ties, events or specific areas such as adventure travel in New Zealand or animation in Japan.
   b. UNO: Faculty-led programs, institutional linkages, grant-funded programs, availability of foreign language instruction, and experiences to complement UNO-based foreign language, English-speaking countries, cost of program, courses offered, and in some instance, grant-funded scholarships.
   c. UNK: The most popular countries all involve programs where tuition and housing are paid at UNK.
   d. UNMC: Spanish language, clinical skills, and proximity to the U.S.

4. What are barriers for study abroad for students on your campus?
   a. UNL: Students are concerned about timely graduation, fear of leaving home or of traveling alone, lack of parental support, Travel Warnings, missing Nebraska football season - or other campus involvement activities.
b. UNO: Cost to student is the primary barrier, lack of portability of campus scholarships, language knowledge or skills, inability to transfer credit, and the lack of advising staff to assist interested students.

c. UNK: Finances and fear. The most popular study abroad programs are those that are group based and led by a faculty member, where institutional funding can be used to pay for a program.

d. UNMC: Finance is the biggest limiting factor.

5. How many U.S. Citizens/Permanent resident students on your campus participate in long-term study abroad opportunities or short-term opportunities, such as travel study programs, internships, and service-learning programs?

6. UNL – 2009-2010 AY -- 794 Students (Short Term – 70% / Semester - 28% / Year – 3%)  
Other international research opportunities for students are offered through UCARE, ENGR @ Life Sciences/Math NSF grants however those students are not necessarily counted within the numbers reported above.

a. UNL: AY 2009-10 - 794 students (70% short term, 28% Semester, 3% Year)

b. UNO: AY 2009-2010 AY – 270 students

c. UNK: No number provided

d. UNMC: AY 2009-2010 AY – 86 Students  
NB: In preparation for NU president’s trip to China, UNMC reported 47 students studying in China last year, yet in this survey the top destinations for students listed as Nicaragua, Mexico, and Peru—with Nicaragua the most popular study abroad destination with 16 total UNMC students studying there.

7. How does your campus plan to increase the number of students who study abroad?

a. UNL: Foundation-funded scholarships, providing passport services in the Union, more classroom presentations to raise awareness among students and faculty, adding another study abroad fair (mini summer fair in Nov.), Facebook, more promotions using student alumni, more marketing/information to advisors to lower perceived barriers, increased visibility in UNL promotional/recruitment activities such as Big Red Welcome. Get Rec’d, Big Red Road show, New Student Orientation, Mid-semester check.

b. UNO: Additional marketing and promotions to raise awareness about programs available (larger study-abroad fairs, additional marketing for fairs specifically), peer advisor dedicated to marketing and promotion, and more promotion to underrepresented groups (e.g. males); additional advertising on South Campus promoting study abroad to business and IS&T majors; greater emphasis on nontraditional study-abroad majors (science, math, etc.); availability of information about scholarships, more information provided to students who are studying abroad to better prepare them for life abroad (guide to study abroad); and developing shared programming/coursework with specific partners.
c. UNK: Overcome student/parent fear of living abroad by using local UNK faculty to lead the programs and structuring the programs around UNK ‘friendship/colleague student cohorts’, keeping the programs affordable by offering only UNK classes – thus avoiding the loss of tuition/fees, credit transfer problems and delays in graduation (a pilot UNK semester abroad program based on this model is now underway in China), workshops for residence and academic advisors for all incoming freshmen.

d. UNMC: Alternative methods to finance study abroad from outside funding, less expensive locations, provide funds for faculty development, subsidize travel and lodging for students.

8. If new money is available, how can we best support your students participating in academic experiences abroad?
   a. UNL: More study-abroad scholarships.
   b. UNO: More staff to provide advising for students and faculty, more competitive scholarships, reliable sources of funding for student and faculty travel expenses are critical.
   c. UNK: Airfare and cost of living stipends, UNK tuition scholarships.
   d. UNMC: No response
NU Goal 2: Double international student enrollment by 2019

1. How does your institution currently recruit international students?
   a. UNL: Both undergraduate and graduate admissions utilize a prospective student system (Talisma) to track international inquiries and develop recruiting campaigns. Undergraduate admissions works closely with the University’s China partnership degree programs and with transfer programs in Malaysian institutions.
   b. UNO: There are no state-aided funds allocated for personnel or operations in support of international recruitment. Institutional linkages and faculty-led initiatives help to raise UNO’s international profile. IS&P and other units use scholarships to attract students. ILUNO and other short-term ESL programs serve as feeder programs for undergrad and graduate enrollments. IS&P works with an active network of educational counselors around the world, including advisors at U.S. embassies and consulates. ILUNO revenue makes it possible to market in print and e-media/websites. ILUNO revenue also provides funding for occasional recruitment travel.
   c. UNK: Web, word of mouth, country visits, recruitment agents (China and Japan only), alumni assistance (Bahamas), limited exchange agreements (MAUI, etc.)
   d. UNMC: Recruitment of international students is done directly by individual departments/programs. Many students apply independently.

2. What are the most important resources you need to increase the number of international students on your campus?
   a. UNL: Support for recruitment travel.
   b. UNO: Funding for international recruitment personnel and operations, additional scholarship for international students, more housing, more graduate assistantships for international students.
   c. UNK: Tuition scholarships for international students.
   d. UNMC: Funding to expand services provided by the International Affairs Offices

3. What special support and assistance is available to international students?
   a. UNL: The Office of International Affairs provides immigration, personal, cross-cultural and other non-academic advising, as well as limited enrichment programming. Admissions provides arrival assistance to international students and an orientation to new international students. Academic Affairs, the Office of Postdoctoral Studies, Graduate Studies, Student Affairs, Housing, the Writing Assistance Center, and the English Department all provide assistance.
   b. UNO: Two full-time advisors provide comprehensive counseling and support services, and in International Admissions three full-time staff members provide admissions counseling to prospective students, process applications for admission, evaluate foreign academic credentials, and maintain admissions and advising data. Intensive Language Program (ILUNO) provides English as a Second Language
(ESL) instruction to students who need to improve their language skills in preparation for undergraduate or graduate study.

c. **UNK**: Limited tuition remission scholarships for achievement and financial emergencies.

d. **UNMC**: Very limited formal assistance is provided by the International Studies and Programs Office due to staff constrains.

4. **At which countries do you believe your campus should be directing its efforts for increasing numbers of international students?**

NB: Latin American countries very rarely enumerated, mostly this vast region treated as a unit

a. **UNL**: China, Malaysia, Singapore, Vietnam, South Korea, and India. Possibly South America

b. **UNO**: China, India, S. Korea, Japan, and Saudi Arabia, Turkey, Brazil, Iraq, and ASEAN countries.

c. **UNK**: Japan, China, India, Vietnam, Korea, Latin America/Caribbean

d. **UNMC**: China, India, South America and the Dominican Republic, Haiti.

5. **If new funds are available, how can we best support your campus in doubling international student enrollment by 2019?**

a. **UNL**: Funding for undergraduate recruiting plans that would significantly increase international student enrollment over the next five to six years.

b. **UNO**: Funding for international recruitment personnel and operations, additional scholarships, more housing, funding for extended student and faculty exchanges.

c. **UNK**: Airfare and cost-of-living stipends for UNK semester abroad students – these students will be UNK’s best recruiters from overseas high schools, Tuition scholarships (full and partial) for international students.

d. **UNMC**: Funding to expand existing programs, increase the funding for faculty dedicated to creating collaborative programs; more funding for student exchange.
NU Goal 3: Opportunities for Faculty

1. What are the most important policy and resource elements needed to initiate and increase opportunities for faculty to work and collaborate abroad?

  *NB: There is very little said about policy hurdles faced by non-tenured faculty that one hears addressed informally within NU.*

  a. **UNL:** Foundation funding for our Global Gateway program to apprentice faculty as study-abroad leaders.

  b. **UNO:** Full and top-off funding for international exchange opportunities, recognition of international experiences in the promotion and tenure process, flexible leave options and/or workload assigned time.

  c. **UNK:** Airfare and cost of living abroad stipends, departmental replacement cost and course release policies.

  d. **UNMC:** Policies to ensure we pay attention to safety, immunization and health facilities in case of emergency, air flight insurance for emergency in transportation back to Nebraska in case of health issues, policy should provide funding to support dedicated faculty and faculty development to enhance their ability to supervise and provide meaningful experiences for our students while they are studying abroad.

2. How does your campus encourage international faculty and research scholar exchanges?

  a. **UNL:** Individual faculty relationships and ongoing partnerships and with international institutions.

  b. **UNO:** UNO is designated by the U.S. Department of State as a program sponsor for the Exchange Visitor Program (*NB: All NU campuses are so designated*), this enables UNO to host research scholars and visiting faculty and staff from around the world. UNO has partnerships with more than thirty institutions worldwide, these linkages support the exchange of faculty, foster collaborative research, and expand international partnerships. Colleges encourage and support travel for international conferences and collaborative research and exchange efforts.

  c. **UNK:** Faculty development trips; collaboration agreements with other institutions

  d. **UNMC:** Most of the collaborations are through professional contacts with colleges.

3. Please list the top three countries that make up your institution’s international scholar population.

   a. **UNL:** China, India, S. Korea

   b. **UNO:** China, Commonwealth of Independent States (Former Soviet-bloc countries), Norway

   c. **UNK:** China, Japan, Mexico

   d. **UNMC:** China, India, Japan

4. What special support and assistance is available to international scholars?
a. UNL: Assistance provided to the host department in getting immigration documents, orientation and advising, host department provides most assistance. For some international scholars there is assistance through the post-doc office in Graduate Studies.

b. UNO: Provides the same support services for international scholars as it provides for international students. Colleges and schools/departments also assist with networking, faculty interactions, and community connections for visiting scholars.

c. UNK: Depends on the agreement -- Graduate Assistantships (tuition and/or stipend component)

d. UNMC: International Studies and Programs office that helps coordinate also have faculty with extensive experience and contacts with international colleagues, the Chancellor’s Office is a strong supporter -international programs were listed as one of our strategic priorities during our retreat.

5. If new money is available, how can we best support your campus in developing opportunities for faculty?

   a. UNL: Offer international fellowships to encourage faculty to create scholarly partnerships

   b. UNO: Funds for faculty research and teaching exchanges, including travel grants, funds for international visiting professorships

   c. UNK: Airfare and cost of living abroad stipends, departmental replacement cost support, curriculum development stipends.

   d. UNMC: Enhance faculty support, travel, and have the resources to develop new programs, assist the students’ organizations and travel for international electives, strengthen the support for the office of international studies which help coordinate many of the programs we currently have.
NU Goal 4: Collaborative Relationships

1. What would your institution consider strategic fields for collaborative development internationally?
   c. UNK: Drought and water use related topics, international business, Economics, the social sciences, the natural sciences, music and arts, and education.
   d. UNMC: Clinical, educational, and research collaboration, economic development.

2. How are you currently investing in these fields?
   a. UNL: Through internal and external funding
   b. UNO: Faculty/Staff members in each of these disciplines are active in applying for external funding and developing exchange programs.
   c. UNK: Limited travel funds for conferences and to negotiate partnerships.
   d. UNMC: Currently through research funding, UNMC supports student exchanges with international partners and also receives support from the Chancellor’s Office.

3. Which countries and institutions abroad have the highest potential for collaboration and provision of mutual benefits for Nebraska and partners abroad?
   a. UNL: China, India, and Africa
   b. UNO: China, India, Afghanistan, Norway, Austria, Vietnam (in UNO full survey many institutions targeted).
   c. UNK: Asia, Latin America, and Europe
   d. UNMC: China and India (in full survey UNMC list 5 institutions)

4. If new money is available, how can we best support your interests in these areas?
   a. UNL: Opportunities for travel abroad so faculty can explore possibilities
   b. UNO: Fellowships/scholarships for the international exchange of faculty, staff, and students from UNO and its international partner institutions, seed monies for new international programming.
   c. UNK: Collaborative research and travel grants
   d. UNMC: Money to encourage more faculty exchange, for clinical and research activities, support to reimburse travel expenses, and student educational programs.
Global Engagement Overview August 2010

1. Does your campus have a plan for international development and collaboration?
A Vision for International Programming at UNL

2. What activities and resources currently support international development goals?

The College of Engineering has short-term Study Abroad programs in Italy, France, Brazil, and China and grant-funded summer, fall, and spring programs in Sweden, Poland, Mexico, Brazil, Spain, Greece, and Egypt. The College also has partnerships with schools in China, Brazil, France, and Sweden and is in the process of finalizing a new one with Anna University in India.

The College of Architecture has a few Study Abroad program and a faculty exchange arrangement with a school in China.

The College of Fine and Performing Arts has no organized programs but attracts top music students from South Korea and China.

The College of Journalism and Mass Communication has been recently active in Ethiopia and Kosovo. It has an in-depth reporting program every year, producing a news magazine and a lengthy video report. It has sent faculty and students to Sri Lanka, Germany, France, and Cuba.

The College of Education and Human Sciences has collaborations with universities in Australia, Mexico, China, and India. The department of Educational Administration is quite involved in institution-building and hosting visitors from the former Soviet republics. The department of Child, Youth, and Family Studies convenes family psychology conferences all over the world. The Department of Textiles, Clothing, and Design offers strong study-abroad programs in China.

The College of Business Administration has many faculty involved in South Korea and Eastern Europe both in research and institution-building. It conducts the largest Study Abroad program at UNL in the United Kingdom and sends faculty and students each year to the Pan-Pacific Conferences.

The College of Agricultural Sciences and Natural Resources (CASNR) has a number of Study Abroad program, a staff member who coordinates them, and many research collaborations around the globe.

Through its various departments, the College of Arts and Sciences has been involved in a number of research-based collaborations, including nano technology, survey methodology, and political science. The college also has a number of Study Abroad opportunities available to students.

The Office of the Senior Vice Chancellor for Academic Affairs is involved in a number of China initiatives through its sponsorship of the Confucius Institute and through two partnership degree programs in China.

The College of Law has recently initiated a new program in China.

3. What are the greatest obstacles to international development on your campus?
Money is often an impediment.

4. What campus operations best support your international development goals?
Office of the Senior Vice Chancellor for Academic Affairs, Undergraduate Studies, Graduate Studies, Office of Admissions, Intensive English Program, and International Affairs

5. How is the international program office for study abroad and international students and faculty funded?
State funds and student fees. Degree-seeking undergraduate and graduate international students who are in the F and J immigration classification pay a $35/per semester fee and if enrolled in the summer $35 overall for the summer.

6. To which less commonly-taught languages (Spanish, French, and German are considered commonly-taught) is foreign language teaching expanding at your institution?
Arabic, Chinese, and Japanese.

NU Goal 1: Academic Experience Abroad for U.S. Students

1. Do any of your institution’s academic disciplines or programs require study abroad?
International Studies (study abroad or international internship is required)
International Business (UNL sponsored – 3 credits study abroad required)
International Agriculture and Resources minor – AGRI 310 or NRES 315 (study abroad) required

2. Currently, which foreign countries do your students visit most frequently for study?
United Kingdom, Spain, China, Italy, Japan, Greece, Egypt, Argentina, France, New Zealand.

3. What is it about programs in those countries that make them popular destinations for your students?
Our most popular destinations are also a) faculty-led; and b) short-term, summer programs. Currently the largest numbers of UNL Study Abroad students go the United Kingdom on UNL-faculty led short-term programs. The most common are in CBA (Oxford), Architecture (semester program) and Visual Arts (summer). Faculty-led programs tend to be more heavily promoted by the departments to their students. France, China, Japan, Greece, and Egypt numbers are also from primarily faculty-led short-term programs.

Other reasons students list for selection of country for study abroad include: English speaking, easy travel to other countries (Europe) and because the country was recommended by a friend. Students often travel to locations that they share an affinity (heritage/family ties), for big "events" or to places that are "known" for something they are passionate about (New Zealand's adventure travel, Music Festivals, South Africa's World Cup, and Japan's anime.

Reasons programs are offered to most frequented countries.
China: China's growing significance in the world and the increased career opportunities associated with that.

Egypt: Significant U.S. foreign policy initiatives in Arabic-speaking countries and career opportunities associated with that.

UK/New Zealand: Cultural familiarity and no need to use a foreign language.

France/Japan/Spain/Argentina: Language and group programs

4. What are the barriers for study abroad for students on your campus?

Students are concerned they won't graduate on time, some have a fear of leaving home or of traveling alone, lack of parental support, travel warnings, missing Nebraska football season, or other campus involvement activities.

5. How many U.S. citizen/permanent resident students on your campus participate in long-term study-abroad opportunities or short-term opportunities, such as travel study programs, internships and service learning programs?

<table>
<thead>
<tr>
<th></th>
<th>2009-2010 (preliminary – 794)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of stay</strong></td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>221</td>
</tr>
<tr>
<td>Year</td>
<td>21</td>
</tr>
<tr>
<td>Short-term</td>
<td>552</td>
</tr>
</tbody>
</table>

Several departments also offer international research opportunities for students, e.g. UCARE, ENGR & Life Sciences/Math NSF grants. Some are tracked (primarily for insurance purposes through International Affairs).

College of Journalism offers on-site depth reporting which include travel abroad as part of an on-campus course. This year destinations included Bolivia and Kazakhstan.

6. How does your campus plan to increase the number of students who study abroad?

Foundation-funded scholarships. Passport services in the Union. More classroom presentations which will increase number of students who learn about study abroad and increase faculty awareness of study abroad, additional fair (mini summer fair in Nov.), Facebook, more promotions with student photos and sharing their experience through stories and/or video. Provide more "marketing/information" to advisors that may help remove the perceived barriers.

Increased visibility in UNL promotional/recruitment activities such as Big Red Welcome, Get Rec’d, Big Red Road Show, New Student Orientation, Mid-Semester Check.

7. If new money is available, how can we best support your students participating in academic experiences abroad?

More study-abroad scholarships would help increase the number of students who study abroad.
NU Goal 2: Double International Student Enrollment by 2019

1. How does your institution currently recruit international students?

Both graduate and undergraduate admissions utilize a prospective student system (Talisma) to track international inquiries and develop recruiting campaigns. Undergraduate admissions works closely with the University’s China partnership degree programs and with transfer programs in Malaysian institutions.

3. What are the most important resources you need to increase the number of international students on your campus?

Support for recruitment travel.

4. What special support and assistance is available to international students?

International Student and Scholar Services provides immigration, personal, cross-cultural and other non-academic advising, as well as limited programming to international students and scholars. New Student Enrollment provides arrival assistance to international students and an orientation to new international students. Academic Affairs, the Office of Postdoctoral Studies, Graduate Studies, Student Affairs, Housing, the Writing Assistance Center, the English Department all provide support for international students.

5. At which countries do you believe your campus should be directing its efforts for increasing numbers of international students?

Further our efforts in China and Malaysia. Expand our efforts to Singapore, Vietnam, South Korea, and India. Investigate possibilities in South America.

6. If new funds are available, how can we best support your campus in doubling international student enrollment by 2019?

UNL has developed undergraduate recruiting plans that would significantly increase its international student enrollment over the next five to six years. The University only needs to look at UNL’s undergraduate domestic student recruitment program over the past decade as an example of how an investment on student recruiting pays huge long-term dividends. Graduate Studies has doubled the number of international applications in the last six years, so faculty are choosing among ever higher quality international applicants.

NU Goal 3: Opportunities for Faculty

1. What are the most important policy and resource elements needed to initiate and increase opportunities for faculty to work and collaborate abroad?

Foundation funding for our Global Gateway program has enabled faculty to apprentice as study-abroad leaders. Our Office of Research helps connect faculty to international scholarly opportunities.
2. How does your campus encourage international faculty and research scholar exchanges? Through individual faculty relationships and ongoing partnerships and with international institutions.

4. Please list the top three countries that make up your institution’s international scholar population.
China, India, South Korea

5. What special support and assistance is available to international scholars? Assistance to the department in getting immigration documents, orientation and advising. Most assistance and support is through the host department. For some international scholars there is assistance through the post-doc office in Graduate Studies.

6. If new money is available, how can we best support your campus in developing opportunities for faculty? Offer international fellowships to encourage faculty to create scholarly partnerships.

NU Goal 4: Collaborative Relationships
1. What would your institution consider strategic fields for collaborative development internationally? Water, energy, food.

2. How are you currently investing in these fields? Through internal and external funding.

3. Which countries and institutions abroad have the highest potential for collaboration and provision of mutual benefits for Nebraska and partners abroad? China, India, and Africa present opportunities.

4. If new money is available, how can we best support your interests in these areas? Opportunities for travel abroad so faculty can explore possibilities.
University of Nebraska at Omaha Response
Global Engagement Top-Line Survey

The four goals for the current University of Nebraska Global Engagement Strategy, identified in President Milliken’s Norris Lecture at UNK late in 2009, are: to offer every undergraduate the opportunity for a meaningful academic experience abroad; double international student enrollment by 2019; significantly increase opportunities for our faculty to work and collaborate abroad; and renew our commitment as an institution to work with countries and institutions around the world.

Global Engagement Overview

1. Does your campus have a plan for international development and collaboration? If so, would you share a copy?

There is not a campus-wide plan; however, International Studies and Programs (IS&P) serves as a campus-wide resource for facilitating international development and collaboration. In its strategic planning and 5-year program review reports, international studies and programs has regularly identified as priorities goals that are consistent with those four identified by President Milliken in his speech as NU international education priorities. Policies exist for the development of institutional linkages. Additionally, colleges such as Education have incorporated international development and collaboration into the college strategic plan.

IS&P maintains institutional membership in several professional associations related to international education and international exchange. These include NAFSA: Association of International Educators, the Association for International Education Administrators (AIEA), Institute of International Education (IIE), American-Mideast Educational and Training Services (Amideast), Mid-America Universities International (MAUI), Teachers of English to Speakers of Other Languages (TESOL). The university was also selected as one of the charter members of the American Council on Education’s (ACE) Internationalization Collaborative – a group of 77 institutions recognized for best practices in their internationalization efforts.

2. What activities and resources currently support international development goals?

IS&P supports international development goals through Study Abroad, International Admissions, International Student Advising, English as a Second Language programs (ILUNO & IPD), the International Studies major, the Center for Afghanistan Studies, the Bethsaida Biblical Archeology Project, and international community engagement programming. All colleges collaborate with International Studies and Programs to develop and expand relationships such as the partnerships between the colleges of Education and Information Science & Technology with Agder University in Norway.

The College of Information Science and Technology has part-time staff and volunteer faculty who help with recruitment, coordination and advising for study-abroad programs and grant-related exchanges focused on IS&T (e.g. FIPSE ATLANTIS) or IS&T-associated grants (e.g. Norway) that are relevant to the campus.
The College of Business Administration has a Board of Regents-approved Center for International Business Initiatives.

3. What are the greatest obstacles to international development on your campus?

Lack of funding for international recruitment, international support services, and international program development is the greatest obstacle. Much of UNO funding for International Studies and Programs is self-generated and especially dependent on ILUNO (Intensive Language at UNO) as a primary source.

4. What campus operations best support your international development goals?

IS&P serves as the primary UNO campus operation in support of international development goals. Other offices such as Sponsored Programs & Research, Graduate Studies, Financial Aid, and Accounting assist when applicable.

5. How is the international program office for study abroad and international students and faculty funded?

At UNO these operations receive limited state funding. IS&P generates considerable funds to support international admissions, international advising, study abroad and ESL. IS&P revenue-generating programs fund all or part of the following positions: Director of International Programs, Assistant Director of International Student and Scholar Services, International Admissions Advisors, Assistant Director and instructors for ESL. These revenue-generating programs also provide operating funds for international admissions, international student and scholar advising, the International Studies major, and study abroad.

6. To which less commonly-taught languages (Spanish, French, and German are considered commonly-taught) is foreign language teaching expanding at your institution?

UNO offers elementary and intermediate Arabic through external funds obtained by IS&P from the Fulbright program. Similar levels of Japanese are taught through a combination of funding sources – including contributions from IS&P revenue-generating programs. Russian is offered at all levels by faculty in the Department of Foreign Languages & Literature.

NU Goal 1: Academic Experience Abroad for U.S. Students

1. Do any of your institution's academic disciplines or programs require study abroad?

While none require study abroad, many recommend it.

2. Currently, which foreign countries do your students visit most frequently for study?

Australia, Costa Rica, Japan, Germany, Spain, Austria, France, England, Ireland, Norway, Morocco, Israel, Mexico, Nicaragua, and other Latin American countries.

3. What is it about programs in those countries that make them popular destinations for your students?
Faculty-led programs, institutional linkages, grant-funded programs, availability of foreign-language instruction and experiences to complement UNO-based foreign language, English-speaking countries, cost of program, courses offered, and in some instance, grant-funded scholarships are all factors in developing and maintaining relationships.

4. What are the barriers for study abroad for students on your campus?

Cost to the student is the primary barrier. Other barriers include some issues with scholarships (UNO scholarships can’t be used for most programs, UNO Engineering students cannot use UNO scholarships for UNL exchange programs), language knowledge or skills, transferability of credit, and the need for additional staff support to assist interested students.

5. How many U.S. citizen/permanent resident students on your campus participate in long-term study abroad opportunities or short-term opportunities, such as travel-study programs, internships and service-learning programs?

For the 2009-2010 academic year (Fall 2009-Summer 2010) approx. 270 students studied abroad through International Studies & Programs. The students participated in semester-long experiences through student exchanges with partner institutions and through third-party programs as well as UNO Global Campus Programs which are typically of shorter duration in the summer.

6. How does your campus plan to increase the number of students who study abroad?

Current plans include additional marketing and promotion to raise awareness about programs available (larger study-abroad fairs, additional marketing for fairs specifically), with a peer advisor dedicated to marketing and promotion, and more promotion to underrepresented groups (e.g. males); additional advising on South Campus promoting study abroad to business and IS&T majors; greater emphasis on non-traditional study-abroad majors (science, math, etc.); availability of information about scholarships, more information provided to students who are studying abroad to better prepare them for life abroad (Guide to Study Abroad); and developing shared programming/coursework with specific partners.

7. If new money is available, how can we best support your students participating in academic experiences abroad?

A Study Abroad Graduate Assistant could provide additional advising and resources to students and faculty members. Providing competitive scholarships for students going abroad would also be an excellent option to raise awareness about Study Abroad on the UNO campus. Regular/reliable sources of funding for student and faculty travel expenses are critical.

NU Goal 2: Double International Student Enrollment by 2019

1. How does your institution currently recruit international students?
There are no state-aided funds allocated for personnel or operations in support of international recruitment. Institutional linkages and faculty-led initiatives help to raise UNO’s international profile. IS&P and other units utilize a variety of scholarships to encourage international students to attend UNO. ILUNO and other short-term ESL programs serve as feeder programs for undergrad. and grad. enrollments.

IS&P works with an active network of educational counselors around the world, including advisors at U.S. embassies and consulates. ILUNO revenue makes it possible for IS&P to purchase advertisements in journals, magazines and websites for international students seeking to study in the U.S. ILUNO revenue also provides funding for occasional recruitment travel.

2. What are the most important resources you need to increase the number of international students on your campus?

- Funding for international recruitment personnel and operations;
- Additional scholarships for international students;
- More housing;
- Graduate assistantships for international graduate students.

3. What special support and assistance is available to international students?

International Student Advising. UNO’s international students and scholars are served by two full-time advisors who provide comprehensive counseling and support services. These individuals coordinate special orientation programs for international participants, assist them in locating housing, design intercultural activities to introduce them to campus and community, and provide information about immigration regulations and visa requirements. The advising staff works closely with other campus resources to insure that international students and scholars derive maximum benefit from their experience at UNO. They also serve as a campus resource for faculty and staff who have questions about international students, cross-cultural issues, or immigration-related concerns.

The Advising team has primary responsibility for SEVIS oversight and reporting, and for regulatory compliance. They monitor students’ academic progress and enrollment status to insure that SEVIS records are accurate and up-to-date.

A part-time advisor coordinates IS&P’s campus/community service program and a year-round series of “Life Skills” workshops. Both of these programs introduce international students and scholars to American campus and community life.

International Admissions: Three full-time staff members provide admissions counseling to prospective students, process applications for admission, evaluate foreign academic credentials, and maintain admissions and advising data. They also work closely with academic departments and administrative units across campus.

The International Admissions team is responsible for the issuance of SEVIS-generated documents used in the visa application process, and the input and maintenance of student information on the SEVIS database. They work closely with UNO’s International Advisors on SEVIS batching and registration each semester.
UNO's Intensive Language Program (ILUNO) provides English as a Second Language (ESL) instruction to students who need to improve their language skills in preparation for undergraduate or graduate study.

ILUNO offers six, eight-week sessions throughout the year. Students receive 21 hours of instruction each week, supplemented by supervised learning in a state-of-the-art laboratory with facilities for computer-assisted instruction and multi-media language learning.

Individual advisors are assigned to each student to insure academic success and a smooth acculturation process. Additional support services include airport pickups, housing and homestay placements, comprehensive orientation programs, welcoming receptions, closing ceremonies, and field trips and activities throughout the year.

4. At which countries do you believe your campus should be directing its efforts for increasing numbers of international students?

China, India, South Korea, Japan and Saudi Arabia continue to be top-sending countries for UNO. New markets of opportunity include Turkey, Brazil, Iraq and ASEAN countries (Indonesia, Vietnam, Thailand).

5. If new funds are available, how can we best support your campus in doubling international student enrollment by 2019?

- Funding for international recruitment personnel and operations;
- Additional scholarships for international students;
- More housing;
- Funding for extended student and faculty exchanges.

**NU Goal 3: Opportunities for Faculty**

1. What are the most important policy and resource elements needed to initiate and increase opportunities for faculty to work and collaborate abroad?

   - Full and topping-off funding for international exchange opportunities;
   - Recognition of international experiences in the promotion and tenure process;
   - Flexible leave options and/or workload assigned time.

2. How does your campus encourage international faculty and research scholar exchanges?

UNO is designated by the U.S. Department of State as a program sponsor for the Exchange Visitor Program. This program enables UNO to host research scholars and visiting faculty and staff from around the world. Many of these individuals are funded by their home-country governments, educational institutions, the U.S. government, or international exchange organizations such as Fulbright, Muskie, IREX, IIE, etc.
UNO has partnerships with more than thirty institutions worldwide. These linkages support the exchange of students, faculty, and staff; promote study abroad; foster collaborative research; enhance curricular offerings, and expand international partnerships.

Fundamental to the success and longevity of these relationships is the interest and commitment of UNO faculty, staff, and students. IS&P has partnered with several departments and colleges across campus to facilitate programs with partner universities:

- The College of Communication, Fine Arts, and Media has sent performing groups to sister-universities throughout Central Europe, the Baltics, China, and Norway.
- The College of Business Administration is offering a dual MBA program with UNO's sister university in Germany – The Technical University of Braunschweig.
- UNO's College of Information Science and Technology initiated partnerships for student exchanges with the Indian Institute of Technology in Kharagpur and Sir Padampat Singhania University.
- A similar partnership was established, at the initiative of UNO's School of Social Work, with Management Center Innsbruck in Austria.

These partnerships promote reciprocal faculty exchanges and collaborative research.

Colleges encourage and support travel for international conferences and collaborative research and exchange efforts.

3. Please list the top three countries that make up your institution’s international scholar population.

China, Commonwealth of Independent States (former Soviet-bloc counties), Norway.

4. What special support and assistance is available to international scholars?

UNO provides the same support services for international scholars as it provides for international students. Colleges and schools/departments also assist with networking, faculty interactions, and community connections for visiting scholars.

5. If new money is available, how can we best support your campus in developing opportunities for faculty?

- Funds for faculty research and teaching exchanges, including travel grants;
- Funds for international visiting professorships.

**NU Goal 4: Collaborative Relationships**

1. What would your institution consider strategic fields for collaborative development internationally?
Business, Information Sciences, International Studies, Public Administration, Criminal Justice, Social Work, Afghanistan Studies, Teacher Education, Arts & Culture,

2. How are you currently investing in these fields?

Faculty/staff members in each of these disciplines are active in applying for external funding and developing exchange programs. More specifics are indicated elsewhere in this document, in response to other questions.

3. Which countries and institutions abroad have the highest potential for collaboration and provision of mutual benefits for Nebraska and partners abroad?

China, India, Afghanistan, Norway, Austria, Vietnam. Current partner institutions such as those listed below are good targets for expanding opportunities that are mutually beneficial.

- India (Extend current partnerships - Jaypee Institute of Information Technology; Sir Padampat Singhania University; Indian Institute of Technology – Kharagpur; Indian Statistical Institute; Birla Institute of Technology & Management)
- Norway (Extend current partnership with University of Agder)
- Mexico (ITESM – we already have a signed letter of intent)
- China (Chengdu University)
- Netherlands (Delft University)
- Afghanistan (Kabul University)
- Austria (Management Center Innsbruck; University of Vienna)
- Germany (Technical University of Braunschweig)
- Aalto University School of Economics, Mikkeli, Finland

4. If new money is available, how can we best support your interests in these areas?

As indicated earlier, funding is key. Specific needs include fellowships/scholarships for the international exchange of faculty, staff, and students from UNO and its international partner institutions. Such funds would also provide seed monies for new international programming initiatives.
University of Nebraska- Kearney
Global Engagement Top-Line Survey

The four goals for the current University of Nebraska Global Engagement Strategy, identified in President Milliken’s Norris Lecture at UNK late in 2009, are: to offer every undergraduate the opportunity for a meaningful academic experience abroad; double international student enrollment by 2019; significantly increase opportunities for our faculty to work and collaborate abroad; and renew our commitment as an institution to work with countries and institutions around the world.

Global Engagement Overview - UNK
1. Does your campus have a plan for international development and collaboration?
   a. If so, would you share a copy? See attached ‘Global Strategy’ paper.

2. What activities and resources currently support international development goals?

   The Office of International Education employs professionals in the areas of study abroad, international student recruitment and support, ESL and immigration processing. We support an annual faculty development trips with some funding to attend conferences. UNK sponsors the annual World Affairs Conference, a semester abroad program in China, and the International Food Festival. UNK offers a major in International Studies and several world languages, including Chinese and Japanese.

3. What are the greatest obstacles to international development on your campus?

   The small town, central Nebraska-centered life experience of most students and staff and many faculty, means that most members of the campus community have not had substantial exposure to other cultures nor experience living abroad. Since UNK is rather far from large cities and international airports, it requires substantial effort to ‘bring the world to the campus’ and to convince students to explore distant lands, which may also include large urban environments. Programs that are not customized to appeal to this unique student population are likely to fail.

4. What campus operations best support your international development goals?

   Office of International Education, Academic Advising, Residential Life, Office of Multicultural Affairs, Office of the Dean of Students, Office of the Senior Vice Chancellor for Academic and Students Affairs and, increasingly, the Office of Intramural Sports.

5. How is the international program office for study abroad and international students and faculty funded?

   Office of International Education (OIE) (includes international student recruitment and visa services; and special programming): Salaries funded primarily by UNK, secondarily by English Language Institute (ELI) revenue. OIE operating budget funded primarily by ELI revenue.

   International tuition remission programs: funded by UNK

   Academic teaching faculty: funded by UNK

   ELI: Administration, teaching staff, and operating budget funded by ELI revenue.
6. To which less commonly-taught languages (Spanish, French, and German are considered commonly-taught) is foreign language teaching expanding at your institution?

Chinese, Japanese

**NU Goal 1: Academic Experience Abroad for U.S. Students**

1. Do any of your institution's academic disciplines or programs require study abroad?

No

2. Currently, which foreign countries do your students visit most frequently for study?

<table>
<thead>
<tr>
<th>Year</th>
<th>Countries</th>
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<tbody>
<tr>
<td>2009-10</td>
<td>Czech Republic, Netherlands, Japan</td>
</tr>
<tr>
<td>2008-09</td>
<td>Czech Republic, Netherlands, Japan</td>
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<tr>
<td>2007-08</td>
<td>Czech Republic, MAUI Exchange Program (various European countries)</td>
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<tr>
<td>2006-07</td>
<td>Czech Republic, South Korea, Japan, MAUI Exchange Program (various European countries)</td>
</tr>
<tr>
<td>2005-06</td>
<td>Czech Republic, Netherlands, Japan, MAUI Exchange Programs (various European countries)</td>
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* These listings do not include programs taking place during the summer. Faculty-led study tours skew the data due to the large number of students participating (i.e., Argentina - 39, Germany - 10, Costa Rica - 14 (Summer 2009)).

3. What is it about programs in those countries that make them popular destinations for your students?

It seems to have very little to do with the country of destination and more to do with financial concerns. Our most popular "countries" all contain programs where tuition and housing are paid at UNK.

4. What are the barriers for study abroad for students on your campus?

The two main barriers for study abroad students at UNK seem to be related to finance and fear.

Therefore, the most popular study abroad programs are those that are group-based and led by a faculty member, where institutional funding can be used to pay for the program.

5. How many U.S. citizen/permanent resident students on your campus participate in long term study abroad opportunities or short term opportunities, such as travel study programs, internships and service learning programs?

Numbers each year vary somewhat, but the largest percentage of students chose travel in "study tours" led by faculty during the summer months and short term programs during the winter interim. Internships abroad are also becoming more important to students but these also seem to concentrate on the summer months.

6. How does your campus plan to increase the number of students who study abroad?
Overcoming student/parent fear of living abroad by using local UNK faculty to lead the programs and structuring the programs around UNK ‘friendship/colleague student cohorts’. Keeping the programs affordable by offering only UNK classes – thus avoiding the loss of tuition and fees. This also allows students to avoid class transfer problems and delays in graduation (an added expense for parents). A pilot UNK semester abroad program based on this model is now underway in China.

Workshops for residence and academic advisors to learn how to instill intercultural communication and ‘international student appreciation’ skills in all incoming freshmen (first was held August 2010).

7. If new money is available, how can we best support your students participating in academic experiences abroad?

Airfare and cost of living stipends. UNK tuition scholarships.

**NU Goal 2: Double International Student Enrollment by 2019**

1. How does your institution currently recruit international students?

Web, word of mouth, country visits, recruitment agents (China and Japan only), alum help (Bahamas), limited exchange agreements (MAUI, etc.)

3. What are the most important resources you need to increase the number of international students on your campus?

Tuition scholarships for international students

4. What special support and assistance is available to international students?

Limited tuition remission scholarships for achievement and financial emergencies

5. At which countries do you believe your campus should be directing its efforts for increasing numbers of international students?

Japan, China, Latin America, Caribbean, India, Vietnam, Korea

6. If new funds are available, how can we best support your campus in doubling international student enrollment by 2019?

First: Airfare and cost-of-living stipends for UNK semester abroad students – these students will be our best recruiters from overseas high schools. Second: Tuition scholarships (full and partial) for international students.

**NU Goal 3: Opportunities for Faculty**

1. What are the most important policy and resource elements needed to initiate and increase opportunities for faculty to work and collaborate abroad?
Airfare and cost of living abroad stipends. Departmental replacement cost and course release policies.

2. How does your campus encourage international faculty and research scholar exchanges?

Faculty development trips; collaboration agreements with other institutions

4. Please list the top three countries that make up your institution’s international scholar population.

China, Japan, Mexico

5. What special support and assistance is available to international scholars?

Depending on agreement: Graduate Assistantships (tuition and/or stipend component)

6. If new money is available, how can we best support your campus in developing opportunities for faculty?

Airfare and cost of living abroad stipends. Departmental replacement cost support. Curriculum development stipends.

NU Goal 4: Collaborative Relationships

1. What would your institution consider strategic fields for collaborative development internationally?

Drought and water use related topics, international business, Economics, social sciences, natural sciences, music and arts, Education.

2. How are you currently investing in these fields?

Limited travel funds for conferences and to negotiate partnerships

3. Which countries and institutions abroad have the highest potential for collaboration and provision of mutual benefits for Nebraska and partners abroad?

Universities, science institutes in Asia, Latin America and Europe

4. If new money is available, how can we best support your interests in these areas?

Collaborative research and travel grants
UNMC
Global Engagement

Global Engagement Overview
Deepen our global institutional partnerships.

Major milestones to be achieved during 2010-11
1. By December 2010, develop a comprehensive strategic plan that identifies priorities and aligns resources focused on at least one premier partnership.

Measurable Outcomes:
Plan approved.

Leaders: Don Leuenberger, Bruce Grogan, Deb Thomas, Drs. Rubens Pamies, Tom Rosenquist, Ayman El-Mohandes, Ward Chambers, and Nizar Mandami

Consolidate and strengthen contracting services for global institutional agreements.

Major milestones to be achieved during 2010-11
1. Establish a single point-of-contact office to provide all-inclusive coordination and support service for faculty and students traveling abroad representing UNMC and for visiting foreign faculty and students.
2. For UNMC designated priority countries, create standard operating procedures and applicable needs related to financial transactions, risk management, confidential agreements, intellectual property protection, and other areas as needed.

Measurable Outcomes:
• Office established and standard operating procedures identified and documented by June 30, 2011.

Leaders: Deb Thomas, Rick Spellman, Keith Swarts, Bruce Grogan, Drs. Ayman El-Mohandes, Ward Chambers, Michael Dixon, Jialin Zheng, and Nizar Mandami

The International Studies and Programs Office
The International Studies and Programs Office provide services in the following areas:
• Preparation of documents necessary for visiting international personnel to obtain permission for travel/work/study/observe related to UNMC and the Nebraska Medical Center.
• Advising UNMC students interested in study abroad opportunities
• Sponsorship of the Student Alliance for Global Health and the annual medical service trips
• Administering a four-week Global Health/Medical Spanish course in Nicaragua several times a year and coordinating individual volunteer experiences in Nicaragua (both programs open to non-UNMC students)
• Sponsoring the Midwestern Global Health Conference
• Funding for additional faculty to carry out more collaborative program
• Leadership in key areas in China collaboration has gained tremendous success because of Dr. Jialin Zheng. His leadership and commitment to this program is responsible for its success.
• Current support is obtained mostly from the Chancellor’s office in addition there are fund raising effort by students, and reimbursements for specific programs delivered by staff and students.
Funding
Operations, salaries, and benefits for international program office for study abroad and visiting international personnel (students, researchers, house officers, etc.)

• Largest source of revenue: charging departments that use our services for preparation of immigration documents
• Secondary (much smaller) source of revenue:
• $100 study abroad fee for students participating in four-week or longer global health electives
• $50 fee for students participating in one-week medical service trips
• Funding for study abroad experiences:
• Most four-week programs are self-funded by the students (many with the help of Federal Student Aid)
• Students participating in the annual SAGH/ISP-sponsored one-week medical service trips actively raise October-March to cover 25-90% of trip costs
• An occasional student receives study abroad funding from high-profile sources such as the Fogarty and Fulbright programs

Funding for international students
• Self-funded
• Private benefactors
• Graduate assistant ships
• Select students may be sponsored by their respective governments or US-government funded programs

Spanish Immersion Program
We have had a longstanding Spanish Immersion Program with Nicaragua and Guatemala. The program in the Dominican Republic has a smaller number of student participants

NU Goal 1: Academic Experience Abroad for U.S. Students
1. None
2. Top countries for study abroad by UNMC Students
   - Nicaragua 16
   - Mexico 12
   - Peru 12
Note: The #1 country for study abroad normally is Jamaica, but the 2010 Jamaica trip was cancelled due to political turmoil in the country. 23 students were planning to participate in this trip.
3. Spanish Language, Clinical skills, and proximity to the US
4. Finance is the biggest limiting factor
5. Eighty-six UNMC students participated in various study abroad experiences during 2009-2010.
6. Look for alternative methods to finance this, ex endorsements. Look for other less expensive locations with similar benefits. Provide funds for faculty development, subsidize travel and lodging for students

NU Goal 2: Double international Student Enrollment by 2019
1. The Student Alliance of Global Health (SAGH) and the International Affairs Study provides most of the information on overseas experience. There is also a website on international opportunities. Recruitment of international students is done directly by individual departments/programs. Many students apply independently
2. Funding to expand services provided by the International Affairs Office
4. Due to a small staff, very limited formal assistance is provided by the International Studies & Programs Office. Sponsoring departments may provide formal assistance and other international participants often provide informal and hands on assistance.

5. Expanding our efforts in China, India, along with our current programs in South America and the Dominican Republic, new collaboration in Haiti may develop in the future, particularly in Public Health.

6. Provide more funding to expand existing programs, increase the funding for faculty dedicated to creating collaborative programs; more funding for student exchange.

**NU Goal 3**

1. Policy - to make sure we pay attention to safety, immunization and health facility in case of emergency, air flight insurance for emergency in transportation back to Nebraska in case of health issues. In addition the policy should:
   - Provide funding to support dedicated faculty and faculty development to enhance their ability to supervise and provide a meaningful experience for our students while they are studying abroad.
   - Programs should be self-supported over time
   - Develop MOU’s between institutions.

2. Most of the collaboration is through professional contacts with colleges. This is the case between our programs in China (Dr. Zheng), Puerto Rico (Dr. Gendelman), Afghanistan program (Dr. Chambers), India (Dr. Ahmed), and Russia (Dr. Kabanov). We have an increasingly diverse faculty with global training and experience; this is valuable in developing collaborations and becoming world class.

4. Top three countries during 2008-09
   - China 166
   - India 150
   - Japan 30

Note: Russia was number 4 with 21 participants.

5. We have a dedicated office that helps coordinate various programs, we have the Student Alliance for Global Health (SAGH), a student organization that is very active, and we also have faculty with extensive experience and contacts with international colleagues. The Chancellor’s Office is a strong supporter. International programs were listed as one of our strategic priorities during our retreat.

6. With new money we will be able to enhance faculty support, travel, and have the resources to develop new programs. Money will be used to assist the students’ organizations and travel for international electives. Finally funding can be used to strengthen the support for the office of international studies which help coordinate many of the programs we currently have.

**NU Goal 4**

1. Areas of collaboration will include clinical, educational, and research. In addition we will make sure that our programs will enhance our appreciation and understanding of cultural differences. There are also great opportunities for economic development.

2. Currently through our research funding, we support student exchanges with our international partners and we also receive support from the Chancellor’s Office.

3. Institutions with highest potential
   - Beijing University
   - Shanghai Jiao Tong University,
   - LV Prasad Eye Institute, Hyderabad, India
   - Center for Cellular and Molecular Biology, Hyderabad, India
   - Center for DNA Fingerprinting and Diagnostics, Hyderabad, India

4. Money would be used to encourage more faculty exchange, for clinical and research activities, support to reimburse travel expenses, and student educational programs.

**Examples of Other Universities Presentation of Global Engagement Institutions**
Arizona State University – p 65
Boston University – p 66
Cornell University – p 67
Duke University – p 68 & 69
Indiana University System-Bloomington – p 70
New York University – p 71
Penn State – p 72-73
Purdue – p 74
SUNY System – p 75
Texas A&M – p 76
University of Illinois at Urbana-Champaign – p 77
University of Kentucky – p 78
University of Michigan – p 79
University of Southern California – p 80
University of Washington – p 81 & 82
Arizona State University
Public Land Grant University
Student Population: 67,082
International Students: 4,375 / 6.5%
International Faculty/Total Faculty: Unknown/3,095

On the website there is a link under Future Students that is labeled International. Arizona State University has developed a new model for the American research university, creating an institution that is committed to excellence, access and impact. Eight design aspirations guide ASU’s transformation into the New American University. One of ASU’s eight design aspirations for a ‘New American University’ is Engage Globally.

The ASU International Affairs’ website states that ASU is building a multicultural community of students and scholars who take on local and global challenges and work together to create solutions. It asks students to join in on international learning experiences to pursue what they believe in.)

Targets Diverse Populations including:
» Non-ASU Students
» Students with Disabilities
» Multicultural Students
» LGBTQ Students
» Married Students and Student Parents
» Incoming Freshmen
Boston University
Private Research Institution
Student Population: 31,766
International Students: 4,129 / 13%
International Faculty/Total Faculty: 1,064/4,178

Direct link is listed on the university homepage twice:
-- Under Admissions - International
-- Under Academics_ Study Abroad

Out of 8 concrete goals in Boston University’s Strategic Plan-- two are internationally related
1) To continue to foster the engagement of Boston University in the city and the world, through
public service and by extending the reach of our educational programs, including both study-abroad opportunities for Boston-based students and the creation of new opportunities for students
from around the world to experience a BU education.

2) To support and enhance a world-class faculty whose members are dedicated to teaching and
engaged in research, scholarship, and their professions.

President Brown also convened the President’s Council on Boston University and the Global
Future. The Council, co-chaired by Dean Jay Halfond and Professor Ronald Richardson, was
charged with developing a fuller understanding of what globalization means to Boston University
and with taking steps to implement a strategic plan in this direction.

Cornell University
Land Grant – Private – Ivy League
Student Pop: 20,633
International Students: 3,430 – 16.6%
International Faculty/Total Faculty: 1,172/2,908

International Affairs -- link is listed on the university homepage.
Cornell’s international mission is listed on the university website; ‘To discover, preserve and
disseminate knowledge in ways that respond to the opportunities and challenges of an increasingly
interconnected global society.’ It seeks to become an international university, ‘an intellectual
community rooted in New York State while fully engaged with the larger world.’

Programs/Initiatives that may be of interest to NU: Academic Impact a global initiative that aligns
institutions of higher education with the United Nations in actively supporting ten universally
accepted principles in the areas of human rights, literacy, sustainability and conflict resolution.
Duke University
Private Research University
Student Pop: 14,248
International Students: 2,236/15.7%
International Faculty/Total Faculty: 1,452

Global -link is listed on the university homepage
Great website and lots of information.

**Duke's current Strategic Plan**, Making a Difference, states internationalization as one of its five Enduring Themes. (Themes that have defined and continue to define Duke) Each of the nine Duke schools' plans includes a description of steps to internationalize course offerings and to expand the opportunities for international experiences, on campus and abroad.

http://stratplan.duke.edu/ch03/4.html#intern

Internationalization as a theme in Duke’s strategic plan: * We must target education and research resources to address significant regional and global issues.* * We must forge international partnerships to enhance education and research.* * We must focus resources on the recruitment, retention, and support of talented international faculty and students.* * We must expand and integrate study abroad experiences with students' overall academic program.

1. enhancing and diversifying our study-abroad enterprise
2. increasing and diversifying our international student population,
3. building transformational, strategic partnerships around the world

**The Office of Global Strategy and Programs** — Created in 2010 -- is the locus of planning and coordination for global activities. The Office of Global Strategy and Programs (OGSP) provides a greater level of institutional support for increasing international engagement by developing new programs and relationships around the world.

**May be of interest to University of Nebraska**

**Global.duke.edu** --- a visible place for people to go to find out what projects are going on in a country or previous research conducted. This assists faculty working in the same country learn about the others' projects.

The **Faculty Database System can be found** through the Duke Interactive Map and the Faculty Database System directly at http://www.fds.duke.edu.

**DukeEngage** --- provides funding for Duke undergraduates who wish to pursue an immersive (minimum of eight weeks) service experience by meeting a community need locally, domestically or internationally. DukeEngage was launched in 2007 through the establishment of a $30 million endowment from The Duke Endowment and The Bill & Melinda Gates Foundation. The program has benefited from the additional support of a growing number of generous and devoted alumni and friends. Since the program began, more than 1000 Duke students have participated.

Continued on next page

**International House** — is a student services/affairs office with a mission to provide educational services, advocacy, and outreach to the international population and the Duke and Durham community. The International House does not perform non-immigrant student or exchange visitor VISA work. International House hosts a variety of cross-cultural programs for international and domestic students, staff and faculty, as well as members of the Duke and Durham community. Students can get information, request assistance, discuss a problem, attend an event, or learn about ways to get involved. The staff’s purpose is to help the international population make the most of their experience at Duke, regardless of duration or purpose of stay. They assist
international students, scholars & families with acclimation, & orientation services and provide programming for both the international and US American communities.

**Duke in China**— Duke University has forged two new cooperative partnerships in China which will significantly increase the university's presence in that country and create new opportunities for education, research and public service.

The partnership agreements were formally announced during Duke President Richard H. Brodhead's trip to China, which culminated in a groundbreaking ceremony at the site of a planned Duke University campus in the city of Kunshan. Kunshan, located in the Yangtze River Delta, boasts one of the fastest-growing economies in China. The Duke-Kunshan campus, a partnership between the university and the municipal government, will include a five-building teaching, research and residential center built by the municipal government.

**Global Duke**

- Duke undergraduates study abroad at the highest rate of participation (48%) of any of the top ten private research universities.
- Duke offers instruction in 25 foreign languages.
- Duke offers an undergraduate major in International Comparative Studies.
- Duke has five federally-funded Title VI Centers for foreign language and area studies.
- Duke has a Federally-funded Title VI Center for International Business Education and Research. The interdisciplinary Global Health Institute interacts with schools and programs across the campus.
- Duke has more than 300 partnerships with international institutions.
Indiana University-System and Bloomington
Public Research University

Student Population at IU: 107,160 -- Bloomington: 40,354
International Students: System: 6,068 (all campuses) Bloomington: 4,565--11.3%
Bloomington--International Faculty/Total Faculty: NA/2,664

International is mentioned on Indiana System-Wide website homepage under ‘Initiatives’ tab, but not on UI-Bloomington homepage.

Overall International Mission of Vice President’s Office: The OVP-International Affairs mission is to serve all eight campuses of the university, provide leadership and advocacy for their international programs, projects, and activities, and coordinate the resources necessary to sustain their development and growth.

Out of 8 Initiatives listed on the homepage of the Indiana University System website:

**International Research** is one of them. The Office of the Vice President for International Affairs developed an **IU International Strategic Plan** [http://www.indiana.edu/~ovpia/ovpia/strategic/](http://www.indiana.edu/~ovpia/ovpia/strategic/) — Besides Duke this is the first time I have seen an Institution wide initiative and an International Strategic Plan (through an office) on website.

The system-wide VPIA website allows for transparency and an understanding of responsibility. It also allows for system-wide programming and events. For example: Overseas/Study Abroad: The Office of Overseas Study, based at IUB, has system-wide responsibility for study abroad programming across all campuses of Indiana University. The **Office administers and co-sponsors programs open to students on all IU campuses**, assists campuses, departments and units to develop their own programs and works with the Overseas Study Advisory Council which evaluates program proposals and monitors the quality of ongoing programs. IU students have access to a wide range of programs offered through the Office of Overseas Study as well as through the campuses.

- OVPIA Office of Overseas Study
- IUPUI Study Abroad
- IU East Study Abroad
- IPFW Fort Wayne Study Abroad
- IU Kokomo Overseas Study
- IU Northwest Study Abroad
- IU South Bend Overseas Study
- IU Southeast Study Abroad

Indian University has nine Title VI Area Studies Centers and offers courses in more than 70 world languages.

Nebraska could possibly create a similar news magazine: **IU International is the news magazine of the Office of the Vice President for International Affairs**, published twice during the academic year and covering the international program activities of the eight Indiana University campuses.
New York University (NYU)
Private University

Student Population at NYU: 42,189
International Students: 5,355—12.7%
International Faculty/Total Faculty: 887/16,475

GLOBAL — Link on homepage of website with sub links: The Global Network University: NYU Abu Dhabi : Global Academic Centers : Tisch Asia : NYU Law in Singapore : All NYU Programs Under President Sexton's administration, the University has moved forward from being an institution that is "in and of the city," to being one that is "in and of the world." NYU 2031: Focuses on NYU's Global Initiatives along with 3 other important strategic issues.

This Global Network University Model: a university that challenges the idea that a university can only deliver education at a single home campus. (Locations beyond the main portal campus in New York City include NYU Abu Dhabi, Tisch Asia in Singapore, NYU Law in Singapore, and 10 academic sites in Accra, Ghana; Berlin, Germany; Buenos Aires, Argentina; Florence, Italy; London, England; Madrid, Spain; Paris, France; Prague, the Czech Republic; Shanghai, China; and Tel Aviv, Israel.)

Leads all universities in total number of students studying abroad; over 40 percent of NYU undergraduates now study abroad—each year number has increased.

Penn State System and Penn State Campus—University Park (UP)
Research University

Student Population at PSU: System-87,309 UP: 44,817
International Students: System: 5,209-5.9% UP: 4,436-9.8%

Global Penn is main link on Penn State homepage
Global Penn State is anchored on two principles: Global Citizenship and Global Leadership.

Penn State Overarching International strategies:
1. enhancing and diversifying our study-abroad enterprise
2. increasing and diversifying our international student population
3. building transformational, strategic partnerships around the world

Strategic Plan for OFFICE OF GLOBAL PROGRAMS (UOGP)
The broad goals for the time period of 2009-2013 are:
1. Partner with the faculty to make global citizenship a hallmark of teaching and learning.
2. Partner with colleges and campuses to foster vigorous internationalization.
3. Partner with global institutions to enhance Penn State's global presence and leadership.
4. Create accessible centralized resources to support Penn State's global engagements.
5. Partner with government to promote Pennsylvania's global economic competitiveness.

http://www.global.psu.edu/about/mission_statement.cfm

Organizational Structure is interesting interwoven directorates. The Directorate of Education Abroad (DEA) provides counsel to students interested in studying abroad, creates new programs, and evaluates the success of current ones. DEA currently offers a diverse array of international academic opportunities, and more than 2,300 students participate annually in various programs around the world. The Directorate of International Student Advising (DISA) handles all aspects of legal immigration and regulatory matters ensuring compliance with federal regulations mandated
by the U.S. Citizenship and Immigration Services. The Directorate of Global Relations and Promotion (DGRP) plays a key role as the public relations arm of UOGP with responsibilities that include programming and outreach activities; promotion; publications; hosting international visitors; administering the sponsored student program; expanding international alumni networks; and cultivating internal and external partnerships. The Directorate of General Administration and Planning (DGAP) oversees the development of strategic initiatives, human resources management, technology, and compliance with University policies.

May be of interest to University of Nebraska

The Penn State Global Engagement Network (GEN), a system of interconnected Global Engagement Partners, is the anchor of the two-part vision of our strategic plan, which is global citizenship for all our students and global leadership for Penn State in scholarship and international engagements.

GEN is a multi-dimensional partnership involving select international partners and Penn State. GEN will naturally have many themes and/or regional foci but each would involve a subset of the partners whose interest is served by the particular theme or region. The development of each theme is organic, faculty-driven, and administratively enabled by the University Office of Global Programs (UOGP). The themes will evolve from faculty interest, expertise, and investment in a region. For example: GEN is characterized by the leveraging of pooled resources to address major global challenges such as energy, sustainability, climate change, food security, health, youth and family issues, immigration/migration, and poverty. Each theme requires interdisciplinary framework and has the potential to engage a diverse range of faculty, staff, and students, as well as institutional and community partners.

The Penn State Global Reach Portal is an exciting new initiative to gather, collate and display information about Penn State's global engagements. It is a central repository of data illustrating the wide spectrum of Penn State's international activities. Use the legend on the right to select the data you wish to view. One can search data based on Education Abroad Programs, Education Abroad programs, Education Abroad Students, Faculty Expertise, Fulbright Statistics, Humphrey Fellows, International Students, International Alumni and Sponsored Students

Purdue University
Land Grant Public University

Student Population at PU: 40,090
International Students: 6,136 – 15.3%
International Faculty/Total Faculty: 2,940/18,972

Global Purdue:
Three overarching strategic initiatives:
1. Develop a Global Mindset
2. Transform our Global Mission
3. Enhance our Global Presence

Global Purdue Whitepaper
"Purdue's strategic plan, introduced in 2001, stresses global education, and that has been instrumental in moving the university forward." (Full white paper is on website)

The Asian Initiative grant program, started last year, which will develop Purdue's connections with top Indian and Chinese universities.
May be of interest to University of Nebraska
The Global Partners program, starting in May, which will take 10 faculty and staff members abroad each year where they will formulate ideas for study-abroad programs they can begin or enhance at Purdue.

The University Honors Program partnership with Laval University in Quebec, Canada, which gives first-year students an international experience.
SUNY System

Student Population at SUNY: 464,981
International Students: State Colleges 15,389 (6.9%)
Community Colleges 3,444 (1.4%)

NO mention of international/global/study abroad on homepage.
Very little on website:
The role of the Office of International Programs (OIP) of the State University of New York (SUNY) System Administration is to promote and advance international education in all its aspects throughout SUNY. The university is committed to the significance of international education for the academic strength of its programs and the quality of the education it provides its students. The university is further committed to making available the richness of the State University to international students and scholars. A well-educated citizen in the contemporary world has a keen interest in international issues and a working knowledge of international affairs. Toward that end OIP works with all SUNY campuses to encourage student participation in international programs and to enhance campuses' international curricula. OIP works with faculty members throughout the SUNY system to encourage international research and collaboration with scholars abroad.

Texas A&M
Public Research University

Student Population at Texas A&M: 48,039
International Students: 4,558 – 9.5%
International Faculty/Total Faculty: NA/2,900
Nothing on Global/International/Study Abroad on institution homepage. Had to search for International office.
IPO’s overall strategic goal is to make Texas A&M University one of the most internationally oriented of the ten best public universities in the United States.
IPO’s strategic issues are guided by the Vision 2020 goals to make international education one of the many traditions that make Texas A&M unique among its higher education peers. Five overarching goals guide IPO’s strategic priorities:
1. Provide access for all students to a broad range of international educational opportunities
2. Increase engagement of faculty/college in international teaching and research
3. Internationalize the campus
4. Enhance the international reputation of Texas A&M

5. Develop additional external resources to support international activities that benefit students and faculty.

To help remain committed to these goals and to provide university wide coordination for Texas A&M’s globalization efforts, an International Programs Enhancement and Coordination Committee (IPECC) was formed. (Like IPAC of UN)

May be of interest to University of Nebraska
IPO also provides support to the Texas A&M International Board, an external group of 45 business executives, government officials and former students that directly report to the President of the University. The International board provides advice on networking and seeking private and governmental support for programs. Members have a reputation for generous contributions, including building international networks, creating scholarships and endowments, offering internships and serving as mentors to students.

University of Illinois at Urbana-Champaign
Public Research University

Student Population at U of I-Urbana-Champaign: 41,495
International Students: 6,562 – 15%%%

‘International’ link on Institution’s homepage
To maintain and strengthen Illinois’ role as a global leader in international research, education and engagement by:
* Facilitating the development of vibrant linkages between Illinois and institutions around the world
* Supporting scholarship on global and international issues campus-wide
* Serving as the interface of the campus with international officials and dignitaries
* Providing opportunities for all Illinois students to acquire global competency
* Sharing international expertise with the community
* Fostering a dialogue about critical international issues on our campus
* Strengthening campus efforts to host the strongest international students and scholars
* Gathering, managing and disseminating information about the international dimension of the campus
* Initiating and implementing policies that guide and support the multifaceted and diverse international activities on campus

Students’ commitment to and interest in international education experiences, the student body voted to establish a fee of $5 per semester in support study abroad scholarships. The fee generates about $300,000 per year, significantly

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augmenting the campus' financial support for students learning abroad, estimated at almost $850,000 per year.

• Eight federally funded U.S. Department of Education Title VI Centers
• Recognized for its international achievements with the prestigious Senator Paul Simon Award for Campus Internationalization
• Illinois is the only U.S. institution of higher education ranking in the top ten in the three key metrics of international education: international student enrollment, total number of study abroad students, and the number of federally-funded Title VI National Resource Centers for international and area studies.

May be of interest for University of Nebraska:
http://ilint.illinois.edu
Comprehensive web portal to a broad range of international programs, resources and activities at Illinois. 'The international dimension of Illinois has quickly become an integrated aspect of our campus. This website is intended to capture the multifaceted nature of internationalization at Illinois, and ease access to international-related information and resources across campus.'
Global Kentucky brings together every college on UK's campus, in pursuit of primary goals:

- Global research and engagement
- Student mobility (access for international students and education-abroad opportunities for U.S. students)
- A rich and relevant curriculum that responds to the global issues facing our students.

In Spring 2007, Provost Kumble Subbaswamy established the Internationalization Task Force, charged with assessing the current state of international teaching, research, engagement, and co-curriculum at the University of Kentucky, as compared with benchmark and peer institutions. In collaboration with the American Council on Education’s International Laboratory, this group recommended specific strategies for increasing the international dimension of the University’s statewide, national and global missions. The Task Force worked for 18 months addressing crucial issues such as the need for a campus-wide inventory of current international activity, and the benefits and drawbacks of central coordination versus college-based activity in the context of UK’s campus culture. The Task Force website can be found: http://www.uky.edu/ITF/

The Task Force had many subcommittees as well:

1. Inventory/Audit Subcommittee
2. Curriculum Subcommittee
3. International Exchanges and Collaborations Subcommittee
4. Research/Engagement Subcommittee
5. Education Abroad Subcommittee
6. International Student Recruitment Subcommittee
7. Campus Culture and Co-Curriculum Subcommittee
8. Communications Subcommittee

In Fall 2009, UK established the International Advisory Council to guide the implementation of the strategic plan. Recent successes include a significant increase in our international undergraduate population, the expansion of a successful and innovative grant with the German Fulbright Commission to create opportunities for the study of diversity in both the German and the US context, increased funding for Education Abroad scholarships, significant work with the Iraqi Education Initiative, and recognition by the Association of International Education Administrators. UK also launched Global KY, a quarterly newsletter covering UK's international activities, so that we can bring these and other successes to the attention of faculty, staff, and alumni nationally and internationally.
Global Michigan on the homepage of University of Michigan website
Global Michigan: President Coleman has launched 3 International Initiatives

1. Enriching the Student Global Experience is a campaign for donors to help prepare students to thrive in the dynamic, global environment. (no more information provided on the website)

2. Africa: Africa presents outstanding opportunities for activities that characterize Michigan as a great public university and a leading university of the world: opportunities for the co-creation of knowledge for the public good, for international understanding, for comparative and collaborative treatment of issues of health, culture, economic development, politics, diversity, and public policy. As an institution, we can learn much from our counterparts in Africa of the role of university research and scholarship in service to society; at the same time, our students and faculty in Africa enter into a marvelous laboratory for dynamic education and research. As President Coleman thought about where to focus her global efforts for significant impact on U-M’s internationalization, she saw an opportunity to extend the projects and relationships developed by 140 faculty already working in Africa — some for two decades or more. (The numbers have grown to more than 160 since then.)

3. China: Some 130 years after former U-M President James Angell visited China to forge two major treaties between the nations, U-M President Mary Sue Coleman led a delegation to China in 2005, and again in 2010, to strengthen existing ties and establish new educational opportunities. President Coleman and others have traveled to China with a goal of building partnerships that will enable U-M’s faculty, students, and the entire University community to reach their fullest potential in a globalizing world. Additionally, the groups of faculty and administrators hope to share lessons of Michigan’s success as a great public research university as a model for Chinese higher education.

Programs/Initiatives that may be of interest to NU
Country Page Center Pages: Where up to date list of researchers, students, collaborations, programs, initiatives, donations/giving and activities, (African, China, European, Islamic, Japanese..etc.) Research/Collaborations are indexed by country, person, and school. Very impressive site. http://www.ii.umich.edu/ii/centers
'Globalization' link on institution's homepage.

USC has a global strategic plan: Expanding Global Presence

The convergence of globalism, technology, and education will require leading educational institutions to become truly international in presence, focus, and scope in order to create global visibility and brand equity.

http://www.usc.edu/about/core_documents/2004_strategic_plan.html

Laid out in the strategic plan is:

A Vision for USC's Future

USC intends to become one of the most influential and productive research universities in the world. Three core approaches will underlie efforts: 1. Conduct a range of research and scholarship that advances knowledge and at the same time addresses issues critical to our community, the nation, and the world. 2. Create a significant global presence that will increase international visibility, reach, and impact of our research, scholarship, art, education, and service. 3. Focus our educational programs on meeting the needs of qualified students worldwide, from undergraduates through continuing professional development. This commitment will guide our choices regarding pedagogy, instructional technology, curriculum, admissions, and support services.

Also under Developing Strategic Capabilities, build networks and partnerships, open one additional international office this year, require expanding international offices and exploring partnerships Office of Globalization ——- 6 offices worldwide with 5 of them in ASIA

May be interest to University of Nebraska:

Global Scholars Program: The Global Scholars program recognizes undergraduates who have excelled in their studies both at home and abroad, including spending at least ten weeks outside the U.S. as part of their undergraduate experience. Up to ten of these students will also be selected to receive a $10,000 prize to be applied toward graduate study

Provost's Distinguished Visitor Program: Purpose of the program is to promote the internationalization of the university. It pays for room and board

International Alumni Clubs: provide dynamic events and programs that engage, enrich and connect the members of our diverse global alumni community with each other and with the university.
University of Washington
Student Population: 47,653
International Students: 3,382 – 7.2%
International Faculty/Total Faculty: 1,974/5,803

International Affairs link is listed on the university homepage (but not that visible – it is listed among many offices on the bottom of the homepage). Strategic Initiative include: •Global Health •Global Energy •Global Technologies •Global Development Challenges •Global Cultural Change

University of Washington’s international mission is not a clear statement. However, the Office of Global Affairs (OGA) has a 3-part statement on the functions that this office serves:

1) OGA is a clearinghouse for scholarly research on global issues across campus units and departments, disseminating information about relevant faculty expertise, funding opportunities, and institutional ties abroad.
2) OGA provides a portal through which external stakeholders - including business leaders, representatives of local, regional, and national government, NGO activists, international alumni, and ethnic heritage communities - can learn about and participate in campus activities of interest to them.
3) OGA serves as a central guide to university rules and procedures governing study abroad, collaboration with international scholars, the conduct of global research, and the design and nurturing of foreign institutional partnerships.

OGA also lists their five main areas of responsibility: administration of study abroad and exchanges; support for international research; oversight of UW’s centers and offices abroad; management of UW international relations and protocols; and coordination of strategic initiatives in the key areas of global health, global environment, global technology, global development challenges, and global cultural change.

The University of Washington has a lot of information on their website offering users an About Us tab where an Organizational Chart, Advisory Council names, Fact Sheet and Message from Steve Hanson (VP Of global affairs) can be found. In addition it also provides linked tabs to the following websites: Study Abroad and Exchanges, UW Overseas Operations, UW Centers and Programs, Global Operations Support, and Networks and Partnerships. Other tabs user can visit are: News, FAQ, For Visitors, Funding, Make A Gift, UW Bothell and UW Tacoma. The website itself is a bit confusing because it has so much on it. The funding tab gives insight and incentive to international grants and tuition waivers that UW provides. The UW Office of the Provost, provides funding for three areas: Faculty-led program grants, International Faculty Exchange Grants, and International Student Tuition Waivers. The faculty led program and international faculty exchange grants are supported through endowments. In addition, the State of Washington has made over 100 tuition waivers available to support incoming
international exchange students.
http://www.washington.edu/globalaffairs/funding/
The University of Washington is most well-known for its Global Health initiatives. The UW Department of Global Health has over 200 faculty working in 50 countries around the world. Washington State's global health sector creates and supports over 43,000 jobs in Washington State and generates over $1.7 billion in salaries, wages and benefits annually.
Programs/Initiatives that may be of interest to NU: Exploration Seminars began at the University of Washington in 2003, designed to provide UW students with a unique new global learning opportunity (short-term faculty led global study opportunities). Innovative study series has grown to over 40 current programs on 6 continents. UW is home to 9 federally-funded Title VI centers*ranked No. 1 in U.S. Peace Corps Vols.*Offices: Rome, Beijing, Leon
Other Universities' Management of Global Engagement

Arizona State University

  - When Rock left university, ASU merged key functions into the Office of the Provost and Office of the Vice President for Research and Economic Affairs (OVPREA). Presently, ASU’s Global Office of Policy and Strategic Partnerships, along with various outreach and support activities are a part of OVPREA. The Center for Global Education Services – including the Study Abroad Office, International Students and Scholars Office, and the U.S. Passport Acceptance Office are now a part of the Office of the Provost.
- Director Of Study Abroad

Boston University

- Vice President for Global Operations & Deputy General Counsel -- Willis G. Wang
  - The Vice President for Global Operations plays a senior leadership role in the development, coordination, and execution of the University’s global strategy. The Vice President also partners with the individual schools and colleges to ensure a systematic approach to the development and administration of international initiatives and to encourage collaboration and synergy across the University
- Associate Provost -- BU International Programs--
  - He has executive responsibility for Boston University International Programs, including Study Abroad and Exchanges, the International Students & Scholars Office (ISSO), the Center for English Language & Orientation Programs (CELOP), and the International Liaison Offices
  - Executive Director
  - Director of Academic Affairs
  - Director of Institutional Relations
  - Director, Program Management and Summer Programs
  - Director of Personnel Administration
  - responsible for domestic and international employment issues, as well as overseeing student employment and work study programs.
Cornell University
- Vice Provost for International Relations -- Alice N. Pell

Duke University
- Vice President and Vice Provost, Global Strategy and Programs-- L. Gregory Jones
  - Director, Global Strategy
  - Senior Manager, Global Programs
  - Senior Manager, Global Administrative Policies and Procedures
  - Director, Global Health Institute
  - Director, International and Area Studies

Indiana University System
- VP for International Affairs, Office of the Vice President for International Affairs, Patrick O'Meara

New York University
- Vice Provost for Globalization and Multicultural Affairs--- Ulrich Baer
  - Senior Vice Provost for Undergraduates in the Global Network University; Associate Vice Chancellor for Admissions and Financial Support, NYU Abu Dhabi

Penn State
- Vice Provost For Global Programs-- Michael Adewumi
  - Directorate of Education Abroad (DEA)
  - Directorate of International Student Advising (DISA)
  - Directorate of Global Relations and Promotion (DGRP)
  - Directorate of General Administration and Planning (DGAP)

Purdue
- Vice Provost for Global Affairs and Dean, International Programs--- Interim Michael A. Brzezinski

SUNY System
- Vice Chancellor for Global Affairs--- Mitch Leventhal
  - Senior Associate Director, Office of International Programs
  - Associate Director for International Partnerships
Texas A&M
• Executive Associate Vice President for International Programs—Emily Y. Ashworth

University of Illinois-Champaign
• Interim Associate Provost for International Affairs & Acting Director, International Programs and Studies—Wolfgang Schlör

University of Kentucky
• Associate Provost for International Programs—Susan E. Carvalho

University of Michigan
• Vice Provost for International Affairs—Mark A. Tessler
• Assistant Vice Provost for International Affairs

University of Southern California
• Vice Provost for Globalization Initiatives—Kenneth J. McGillivray

University of Washington
• Vice Provost for Global Affairs—Stephen E. Hanson
Appendix 3

Office of International Education (OIE)
For Enrollment Management Council (EMC)

UNK International Enrollment Goals
President J. B. Milliken (October 2009):
"...we intend to double international student enrollment at the University of Nebraska by our 150th anniversary in 2019 through better marketing, more opportunities and new scholarships and assistantships”.

Noel-Levitz (February 2010):
“It is well-known that traditional student enrollments (first-year students from the region) are limited and in fact decreasing due to rural out-migration in Nebraska. Increasing enrollments will be dependent upon diversification, particularly in the areas identified by the enrollment management council:
- Aggressively recruit international students with programs and incentives”

EMC Action Plan (Strategy 15, June 2009):
KEY STRATEGY: Increase international student enrollment
SEP GOAL: Increase the number of international students to comprise 15 percent of the student body
SUPPORTING ACTIVITIES/TACTICS/ENABLING OBJECTIVES:
15.1 Develop a written international student recruitment plan
15.2 Establish goals for international students
15.3 Seek and establish partnerships with overseas institutions
15.4 Develop new scholarship criteria for international students.
15.5 Develop strategies to recruit international direct admits

1. Background

4. UNK increased international enrollment from 3.5% in 2000 to 9.2% in 2008. This was accomplished primarily by:
• The indirect effect of relative prosperity and growth in the world economy
• Increasing the capacity and quality of the English Language Institute Increasing partner and recruitment agency agreements
• Enhancing student satisfaction efforts, particularly student-community engagement

5. The global financial downturn finally impacted international enrollment in Fall 2009, however, when new recruitment fell by 50%, dragging overall international enrollment down to 8%.
a. Attempts were made to mitigate the impact of the economic downturn that began in 2007 by applying tuition discounting and remissions to niche markets
o This helped in Asia and Latin America, but not with Japanese student enrollments, which continued to decline

2. Develop a written international student recruitment plan
A. OIE has developed a new international recruitment plan as part of a broader strategic vision for International Education at UNK. In summary, the new recruitment plan will attempt to build on OIE’s past success of working with certain types of recruitment agencies, while moving away from the practice of:
    a. collecting large numbers of university exchange agreements (which have yielded relatively few new recruits and few actual exchanges) and  
    b. making minimal use of the web as a recruiting medium.
B. The new recruitment plan is a more focused approach aimed at:
    a. Forging deeper, more strategic partnerships with a smaller number of select institutions in strategic recruitment markets abroad. So far we have created a multi-faceted partnership with Hebei Normal University and China, which includes semester abroad, faculty development, partnerships with nearby high schools, and possible research collaboration components. We are also exploring the possibility of establishing a similar relationship with a university in Japan and Mexico.
    b. Creating a critical mass of UNK influence in these enrollment markets by focusing as many UNK initiatives as possible in these carefully demarcated geographical areas and institutions, thereby achieving a strategic advantage over competitors in the same enrollment markets.
    c. When possible, using permanent UNK semester abroad programs as bases of operation or recruitment and partnering 
    d. Using multilingual web-based marketing and contact management software to widen the admissions ‘funnel’ and track results 
    e. Creating incentives and scholarships to attract more and better students (see Noel-Levitz recommendation on page 1). OIE has proposed a more flexible international tuition model to Cabinet and an EMC subcommittee is now working on a remissions formula to support this plan.
C. OIE has also drafted an international student retention plan (attached), which includes a commitment to increase OIE’s cooperation with academic programs, Academic Advising and Student Life.

3. Increase the percentage of international students to 15% of the student body
Preliminary results: 138 applications so far for Fall 2010, compared to 90 last year (a 53% increase).
These results may be related to several changes in OIE’s enrollment management system and tuition remissions policy – Since July 2009, OIE has:
A. Improved procedures and response times for processing applications and new admissions inquiries 
B. Increased its recruiting agent agreements and university partnerships in Japan and intensified its high school recruitment in China.
    a. Japanese student enrollment has increased from 8 in Fall 2009 to 16 in Fall 2010 (a 100% increase).
    - Fourteen of these are NCN students paying the equivalent of resident tuition
    - Two are from one of our new institutional partners in Japan paying 150% of residential tuition as 3-years-to-degree transfer students
b. The Chinese student application rate would seem to indicate about the same enrollment for Fall 2010 as for 2009, with less ‘at large’ and ‘1-2-1’ program students and more students from our US Education Without Borders partner (150% tuition).

C. Improved OIE website:
   a. Created multi-lingual web pages to help capture and funnel new admission inquiries to International Admissions.
   b. Updated or removed over 100 obsolete OIE web pages.

D. Increased its use of Versation (web-based international contact management software similar to EMAS) for managing the initial stage of student recruitment.
   a. Implemented Versation, a web-based multilingual contact management system (similar to EMAS) which:
      i. Tracks inquiries to application and calculates enrollment yields by geographical or institutional source
      ii. Facilitates email contact between current international students/alums and new international students interested in UNK.
   b. This web-recruitment pilot project still needs to be evaluated to see how many new students have actually used it in their admission decision-making process

E. Translated its ‘UNK Advantage’ recruitment brochure into top strategic recruitment languages: Japanese, Chinese and Spanish (and posted as PDFs on International Admissions website). Korean and Vietnamese versions have been translated and will be published in the next few weeks. Portuguese (for Brazil) is under review.

F. Worked with other NU campuses on a proposal - initiated by the U of N Vice President for International Affairs - to provide an ESL/American culture program for public school teachers from Brazil. To date, there has been no response from Brazil.

4. Expanding Enrollment Objectives
   OIE has expanded its list of 5 ‘Supporting Activities/Tactics/Enabling Objectives’ to include:

A. Develop a Retention Plan for International Students
   OIE has launched several initiatives aimed at laying the groundwork for improved international student success and satisfaction:

   a. Drafted an International Student Retention Plan (attached).
   b. Partnered with high schools abroad to attract students that are more suitable and qualified to succeed at UNK (see 2. B., above).
   c. Increased the stringency of its English Language requirement by narrowing the types of English language tests that can be used by student applicants as TOEFL equivalency scores the UNK and ELI admissions process.
   d. Initiated an intercultural communication training program for Residence Life and other UNK staff having a high degree of contact with international students. These program, which will be administered by Universal Consensus (an intercultural communication consultancy), is sponsored by OIE, the Office of the Dean of Students, and the Office of the Senior Vice Chancellor for Academic and Student Affairs.
      i. To do: establish measurable outcomes that include
         a. More international students choosing to live in dorms
         b. More American students allowing international roommates
   e. Expanding the International Friendship program.
      a. This program which added 16 new students/host families in 2009, added 76 in 2010 (a 475% increase).
f. Assisting international students who are suffering financial hardship

g. Supported and advised WECARE, a UNK student committee which is creating a guide/handbook for international students at UNK.

h. Increased involvement of international alumni and partners (Nebraska Department of Economic Development) in recruitment initiatives. In Fall 2009, UNK held well attended alumni meetings in the Japan and the Bahamas.

i. To do:
   a. analyze the current retention pattern
   b. establish base-line attrition data and survey or other tools for measuring success

B. Create International Dual Enrollment Programs

We have begun preliminary internal discussions about the possibility of offering UNK advanced placement courses at partner high schools abroad. The next step is to discuss the feasibility of such an approach with UNK administrators and stakeholders. If these discussions prove fruitful, the next step will be to develop a written action plan.

C. Utilize faculty, staff, students, alums and university partners in recruitment

a. In the past, OIE has sent ESL teachers to teach and connect with potential recruits in Colombia and China. This approach resulted in some recruitment from those areas, particularly from Colombia.

b. The new OIE strategic action plan will try to make such trips more productive – in terms of generating student applicants – by coordinating them with other UNK initiatives operating concurrently in the same country, such as UNK Semester Abroad programs, organized faculty/staff development trips to China, university and high school partnerships, and alumni programs.

c. OIE is currently organizing a pilot program whereby UNK Semester Abroad students in China will serve as mentors and language partners in three UNK partner high schools in Hebei province near Beijing during the Fall 2010 semester.

d. Participants in the OIE-organized UNK Faculty/Staff Development Trip will be visiting instructors and administrators in the same partner high schools this summer, and we are trying to create opportunities for OIE supported UNK ESL instructors to teach for several weeks in the same high schools. The addition of AP courses (see section 4.B, above), if feasible, would add a fourth point of contact. It is hoped that the long-term relationships engendered by these ongoing ‘multiple contact’ programs in a carefully defined set of partner high schools will result in increased numbers of 4-year undergraduate recruits.

e. If this ‘combined approach’ is successful in China, we will attempt to replicate it in other countries.

f. In Fall 2009, UNK held well attended alumni meetings in the Japan and the Bahamas. We partnered with the Nebraska Department of Economic Development and US Commercial Service in alumni and recruitment initiatives in Japan.

D. Improve application inquiries (see section 3, above)
E. Utilize the web to recruit students (see section 3, above)
Appendix 4  
Minimum requirements for Undergraduate admission at our 10 peer institutions

Minimum test scores for UG admission:

<table>
<thead>
<tr>
<th>Institution</th>
<th>PBT</th>
<th>IBT</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nebraska at Kearney</td>
<td>500 or higher</td>
<td>61 or higher</td>
</tr>
<tr>
<td></td>
<td>5.5 or higher</td>
<td></td>
</tr>
<tr>
<td>University of Central Arkansas</td>
<td>500 or higher</td>
<td>61 or higher</td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>550 or higher</td>
<td>79 or higher</td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin-Stevens Point</td>
<td>NA</td>
<td>73 or higher</td>
</tr>
<tr>
<td></td>
<td>6.5 or higher</td>
<td></td>
</tr>
<tr>
<td>University of Central Missouri</td>
<td>500 or higher</td>
<td>61 or higher</td>
</tr>
<tr>
<td></td>
<td>5.5 or higher</td>
<td></td>
</tr>
<tr>
<td>University of Northern Colorado</td>
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<td>70 or higher</td>
</tr>
<tr>
<td></td>
<td>6.0 or higher</td>
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</tr>
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<tr>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Murray State University</td>
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<td>79 or higher</td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Sam Houston State University</td>
<td>550 or higher</td>
<td>79 or higher</td>
</tr>
<tr>
<td></td>
<td>6.5 or higher</td>
<td></td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>550 or higher</td>
<td>79 or higher</td>
</tr>
<tr>
<td></td>
<td>6.5 or higher</td>
<td></td>
</tr>
<tr>
<td>Minnesota State University–Moorhead</td>
<td>500 or higher</td>
<td>61 or higher</td>
</tr>
<tr>
<td></td>
<td>5.5 or higher</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5
ELI program at UNK is very similar to the ESL / IEP programs at our 10 peer institutions

1. University of Nebraska at Kearney
   Called the English Language Institute (ELI) Program
   Has two 16-week sessions (Fall & Spring) / one 10 week session
   (Summer)
   Schedule: 5 levels from Beginning to Advanced
   Classes: Reading, Writing, Grammar, Vocabulary,
   Conversation, Listen & Speak

2. University of Central Arkansas
   Called the Intensive English Program (IEP)
   Has four 8-week sessions a year, two in the Fall and two in the
   Spring
   Schedule: 5 levels (each level takes 8 weeks to complete)
   Classes: Grammar, Reading, Writing, Vocabulary, Listen &
   Speak

3. University of Northern Iowa
   Called the Culture and Intensive English Program
   Classes: Reading, Writing, Listening, Speaking
   Schedule: 7 levels Classroom instruction combines instructor presentations,
   group work, and individual projects. Every eight weeks, each full-time CIEP student receives
   4 hours of classroom work daily (Monday through Friday) in one of 7 levels of instruction:
   • Bridge - Beginner
   • Level 2 - High Beginner
   • Level 3 - Low Intermediate
   • Level 4 - Intermediate
   • Level 5 - High Intermediate
   • Level 6 - Advanced
   • Level 7 - Academic

NA = Not accepted.
4. University of Wisconsin-Stevens Point
   Called the English as a Second Language Program
   Classes: Reading, Writing, Listening, Note-taking, Speaking
   Schedule: Students attend 4 hours of class daily, Monday through Friday
   Levels: 4 levels (Beginning, Intermediate, High Intermediate, Advanced)

5. University of Central Missouri
   Called the Intensive English Program
   Classes: Reading, Writing, Grammar, Communication skills, Testing skills, Vocabulary, Pronunciation and American Culture.
   Schedule: The IEP has four 8-week sessions a year, two in the fall and two in the spring.
   Levels: 5 from Beginning to Advanced

6. University of Northern Colorado
   Called the Intensive English Program
   Schedule: The IEP has four eight-week sessions a year. Classes meet 4 days a week, Monday through Thursday.
   Student must earn 80% or higher to advance to the next level!
   Classes: Speaking & Listening, Writing, Grammar, Reading & Vocabulary
   Levels: 6 from Low-Basic to High-Advanced

7. Northern Michigan University
   Called the English as a Second Language program
   Has two 16-week sessions (Fall & Spring) / one 10 week session (Summer)
   Levels: 3 from Beginning English to Advanced English
   Classes: Reading, Writing, Listening & Speaking, Grammar, Vocabulary

8. Murray State University
   Called the English as a Second Language program
   Schedule: Each level generally requires an 8-week term to complete.
   Levels: 6
   Classes: Listening, Pronunciation, Grammar, Writing

9. Sam Houston State University
   Called the English Language Institute
   Schedule: Has four 10-week sessions
   Levels: 6 from Beginning to Upper Advanced
   Classes: Listen & Speak, Reading & Writing, Grammar, Vocabulary
10. Western Illinois University
   Called the English as a Second Language program
   Schedule: Has two 16-week sessions (Fall & Spring) / one 10 week session
   (Summer)
   Classes are held Monday – Friday for 30 hours of instruction per
   week
   Levels: 5 from Beginning to Advanced
   Classes: Reading, Writing, Listening, Speaking, Research Writing and
   Integrated skills

11. Minnesota State University – Moorhead
   No ESL Program
Appendix 6
International Student Application Instructions - UNK
Undergraduate Program

Admission Deadlines
Deadlines for all applicants seeking admission:
- Fall Semester: May 15 to begin program in mid-August
- Spring Semester: October 15 to begin program in early January
- Summer Semester: February 15 to begin program in mid-May

Deadlines are strictly enforced. Applicants must ensure that the International Admissions Office receives the application, all fees and all supporting materials by the deadline. These deadlines are established to allow adequate time to send the required documents to the applicant for issuance of a student visa at the U.S. Consulate/Embassy and to arrange for travel to the USA.

Please print this instruction page and refer to it as you complete the online application. Special Note: Have a credit card ready for payment of application fee (UNK does not accept Visa credit cards).

A $45.00 UNK fee must be paid when you submit the online application. There is a $40.00 Processing Fee required for secure Federal Express shipment of all Immigration documents (Form I-20/DS-2019 and Admission Letter) for a total of $85.00. Applicants will be asked to access a second online method of payment to pay all additional fees. See important note in Step III. An additional $50.00 ELI Program Fee is required if the applicant will be attending the English Language Institute first to obtain the required English Proficiency score, making the total application fee requirement $135.00.

I. Get your NUID and password and refer to it when you complete the online application. In order to apply to UNK you will need to register to be assigned a student ID (NUID) and password before completing the application.

1. Start at https://admit.nebraska.edu/applyUNK/login.action

2. Click the "New User? Register Here" link below to register.

3. Complete the appropriate fields. If you do not have a social security number, do not enter anything in the social security field.

4. Click "Continue".

5. AGAIN: Click "Continue".

6. Create a password.

7. Your NUID and password will be displayed.

8. You will need these very soon to login to the application. Important: remember the number and password!

9. After you have memorized your NUID and password, click "Continue".

10. Answer the password Challenge questions and click "Save".
11. You will see a new page. **Close the window to begin your application login.**

12. **Log in and complete your application!**

II. **Complete the online Application**

The online application must be submitted along with a non-refundable **$45.00 application fee** before the application will be processed.

2. Sign in.
3. Enter **Undergraduate** as your level of study.
4. Choose your major.
5. Choose the term you will come to UNK.
6. Choose the information that best describes you.
7. Complete the information.
8. Complete the Citizenship information. **International Students must choose U.S. Visa Holder, and then complete the information.**
9. Enter your Emergency Contact information. **International Students must enter contact information in your home country.**
10. Enter your school information. **School (High School and College/University) information is required! You may need to add your school(s).**
11. Select the country in which you attended that school.
12. Select the name of the school from the list. **If your school is not listed, click on the "My school is not listed" link.**
13. Enter the dates you attended this school.
14. Enter the information for your school.
15. You will see your school name and dates of attendance.
16. Answer the questions.
17. **Pay the $45.00 application fee.**

III. **Additional Requirements:**

Payment of all fees must be accomplished before admission can be completed. The quickest, most secure method of online payment is listed in the links below:

- **Individual student:** click here.
- **Agency for multiple student payments:** click here.

All immigration documents are sent via secure delivery, such as Federal Express, for which an additional $40.00 processing fee must be paid. The English Language Institute Program fee is an additional $50.00 and is required **only** if you cannot provide an English Proficiency score in excess of the minimum requirements.

All fees must be made payable to: **University of Nebraska at Kearney.** Fees may also be paid in the form of a personal check or a money order in U.S. dollars drawn on a U.S. bank, or using a credit card (UNK does not accept Visa credit cards). Credit card authorizations must be faxed to our offices at 308-865-8160. Download the Credit Card Authorization slip.

There are no exceptions to the payment of the above fees. **IMPORTANT: Do NOT submit fees in cash or via Western Union.**

**Electronic Check Re-Presentment Policy**

In the event that your check is returned unpaid for insufficient or uncollected funds, we may re-present your check electronically. In the ordinary course of business your check will not be provided to you with your bank statement, but a copy can be retrieved by contacting your financial institution.

**Contact the International Admissions office with any questions you may have**
at intlapphelp@unk.edu or by telephone at 308-865-8953.

IV. Submit Admission Requirements

1. Copy of passport page.
   Copy of personal information page of PASSPORT which includes: name, date of birth, passport expiration date, and photo. Passport must be valid for a minimum of six (6) months after the planned start of academic program and must remain valid at all times while in the U.S. According to Regulations, all Immigration documents, including Form I-20 or DS-2019 must match passport name.

2. Affidavit of Financial Support:
   Official, original verification of finances reflecting availability of a minimum $19,659 of liquid funds per academic year to attend UNK (dated within 60 days of the date of application). Applicants are required to certify that they have adequate financial support for their entire program of study at UNK. The Form I-20 or DS-2019 is required at the U.S. Consulate/Embassy for the issuance of a visa and cannot be mailed until applicants have satisfactorily completed this step. You must also submit an Affidavit of Financial Support Form along with supporting documentation for verification of relationship of the sponsor and the amount of funds to be provided to the student. The affidavit must be accompanied by one of the following:

   a) Original Bank/Financial Verification. Documents submitted in native language must be accompanied with an official translation. Document must be on official letterhead with bank seal and original signature.
   b) Detailed letter of sponsorship from a government, employer, or organization sponsoring the student indicating the exact dollar amount for expenses in U.S. funds.

   Applicants are advised to keep copies of all financial documents submitted to UNK in support of your application. Similar information will be required by the United States Consular Office when you apply for your visa.

   Estimated additional costs which may be incurred: $2,200 for summer living expenses, $3,000 for spouse, and $1,500 each per minor dependent.

   Due to current budget constraints, there are no scholarships available for new incoming international students.

3. English Proficiency Requirement:
   Students from non-English speaking countries are required to submit an original proof of English Proficiency by one of the following: a minimum TOEFL score of 500 paper-based test or 61 Internet-based test (IBT), a minimum IELTS score of 5.5, or a minimum STEP EIKEN official test score of Grade 2A. Arrange for official TOEFL results to be mailed from ETS (UNK code is 6467 and the address is: UNK International Admissions Office - 2504 19th Avenue - Welch Hall - Kearney, NE 68849).

   If English Proficiency is not verifiable, the applicant must first attend the English Language Institute to attain the appropriate score.

4. Educational Ladder: Original Certificate of completion/graduation or diploma from High School indicating the date of graduation and transcripts. Original, official diploma or a letter reflecting graduation from high school accompanied by a complete English translation must be provided (dates of attendance must be listed). Students who are attending or attended a foreign university/college must provide: an official transcript from the institution reflecting all courses attempted and grades received.

   Those students who may want credit transfers must provide an official transcript along with a professional credential evaluation completed by a member of the National Association of Credential Evaluation Services (NACES) to the UNK Registrar's Office. See www.naces.org
for a complete list of member agencies or contact the Office of Records and Registration for an approved list at the following link: http://www.unk.edu/offices/registrar.aspx?id=422.

An official document that may also assist in the verification of your Educational Ladder includes:

- Original academic credentials issued by the Registrar of the institution. OR
- Photocopies of academic credentials verified as true copies of the original by a responsible official of the institution or an educational representative of the country’s government. Each page must bear the official’s signature and stamp. OR
- Photocopies of academic credentials that have been certified by a recognized international educational organization – such as: the U.S. Educational Foundation, AMIDEAST, the Institute for International Education or Education USA Office.

V. Submitting Information: Upon submission of the online application and all fees, required supporting documents must be sent to:

University of Nebraska at Kearney
International Admissions
2504 19th Avenue, Welch Hall
Kearney, NE 68849 U.S.A.
Phone: (308) 865-8953 Fax: (308) 865-8160

E-mail: intadmin@unk.edu
Contact the International Admissions office with any questions you may have at intlapphelp@unk.edu or by calling 308-865-8953.

All supporting documents, in the native language, must be accompanied with an original, certified English translation. This office does not offer a translation service; contact the Education USA office in your area to assist you with this requirement.

All original application materials become the property of UNK and are not returned.

VI. Receiving Information
After the International Admissions office receives your application, fees and all required supporting documents, your application will be reviewed for an admission decision. You will receive a response via email in approximately 7-10 days as to your admission decision or to request further information.

Upon final approval and admission you will be sent an admission packet which includes:

- Acceptance letter: Official UNK letter informing you about your acceptance into the University of Nebraska at Kearney undergraduate program.

- Form I-20 or Form DS-2019: Immigration document that certifies your admission to the University of Nebraska at Kearney that you must take to the US Consulate/Embassy to obtain the student visa.

- Health Requirement Form: This information contains the mandatory requirements for immunizations. The pre-enrollment health form must be completed by your physician. The physician must include a complete vaccination history prior to your arrival in the USA. This document must be submitted to the UNK Student Health Office upon arrival. This
document can be downloaded by clicking [here](#). It must be signed by parent/guardian if student is under 18 years old. Additional information regarding the UNK Health Insurance requirement is located on the same page. Students will be automatically enrolled in the UNK Health insurance program unless they provide a copy of their current policy information along with an English translation which meets the minimum requirement and sign a Health Insurance waiver. **This waiver must be signed by the 14th day of classes.**

- **Housing Information:** Online access to the Housing application must be accessed and submitted through the [housing sign up portal](#) on "MyBlue." Students are also able to pay the housing $50 processing fee online. One click on the "Campus Housing" link on "MyBlue" and the system will guide applicants through the process. An official signature on the contract should be returned to UNK via FAX to guarantee room placement. The contract must also be signed by the parent/guardian if student is under 19 years old. Also included is information regarding meal plans for the student to enroll in. These documents will submit directly to the Office of Residential and Greek Life. Email reslife@unk.edu.

- **Steps to take to arrive in Kearney, Nebraska, USA:** This information explains briefly the procedure of applying for a student visa at the U.S. Consulate and provides hints to assist in the process. Additional information included is: Instructions for payment of the mandatory $200.00 SEVIS fee (you will need the receipt at your visa appointment); hints about traveling; directions for completion of the I-94 document on the airline; a listing of hotels and motels in Kearney, Nebraska; and finally, information regarding Maintaining Immigration status while at UNK. Item #11 on the steps form gives information regarding the access to the Arrival Form which should be submitted once your tickets have been purchased, to ensure that someone from the International Student Services Office is available to meet your flight and deliver you to the UNK campus.

- **Upon receipt of Admission Packet, review the Form I-20/Form DS-2019 and Admission Letter for accuracy.** If corrections are required or you have questions, contact the International Admission Office immediately. Do not delay review of documents or scheduling of visa appointment! Delays are often long due to the number of students preparing for study in the USA. Your entire process will be much easier if you take the time to review the Admission Packet thoroughly and read all instruction documents. Delays occur when you do not know what to expect. The Admission Packet is designed to give you an overview of the process and steps to make your arrival easier.
Appendix 7
On Campus Costs – Residents and Non-Residents 2012-13

### Undergraduate On-Campus Resident Classes 2012-2013

<table>
<thead>
<tr>
<th>S#</th>
<th>Room</th>
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### Undergraduate On-Campus Non-Resident Classes 2012-2013

<table>
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<th>S#</th>
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Appendix 8

The Economic Benefits of International Education to the United States for the 2010-2011 Academic Year: A Statistical Analysis

NAFSA: Association of International Educators estimates that foreign students and their dependents contributed approximately $20.23 billion to the U.S. economy during the 2010-2011 academic year. This conservative figure is based on tuition figures from Wintergreen Orchard House, enrollment figures from the Institute of International Education's Open Doors 2011 report, living expenses calculated from Wintergreen Orchard House figures, and analysis of the data by Jason Baumgartner at Indiana University – Bloomington’s Office of International Services.

NAFSA's annual Economic Impact Statements estimate the amount of money foreign students bring to the United States to support their education. This report does not rely on a "multiplier effect." Although this might provide a more accurate estimate of actual economic impact, there is no consensus on the appropriate size of such a multiplier. NAFSA and its partners are committed to continuing efforts to improve our data and methodology. By any measure, international education makes a significant contribution to the U.S. economy.
Nebraska
Total Number of Foreign Students: 4,194

Part 1: Net Contribution to State Economy by Foreign Students (2010-11)

Contribution from Tuition and Fees to State Economy: $61,204,000
Contribution from Living Expenses: $63,291,000

Total Contribution by Foreign Students: $124,495,000

Less U.S. Support of 23.4%
$29,187,000

Plus Dependents' Living Expenses:
$1,709,000

Net Contribution to State Economy by Foreign Students and their Families:
$97,000

Part 2: Contribution to State Economy by Foreign Students' Dependents (2010-11)

<table>
<thead>
<tr>
<th>Spouses' Contribution</th>
<th>Children's Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Married Students: 7.3%</td>
<td>Number of Couples in US: 307</td>
</tr>
<tr>
<td>Percent of Spouses in the U.S.: 85%</td>
<td>Number of Children per Couple: 0.6</td>
</tr>
<tr>
<td>Number of Spouses in the U.S.: 307</td>
<td>Number of Children in the US: 185</td>
</tr>
<tr>
<td>Additional Expenses for a Spouse: 25%</td>
<td>Additional Expenses for a Child: 20%</td>
</tr>
<tr>
<td>(% of student living expenses)</td>
<td>(% of student living expenses)</td>
</tr>
<tr>
<td>Spouses' Contribution $1,152,000</td>
<td>Children's Contributions: $557,000</td>
</tr>
</tbody>
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Net Contribution to State Economy by Foreign Students' Dependents: $1,709,000

Part 3: Foreign Student Contribution from Tuition/Fees and Living Expenses (2010-11)

<table>
<thead>
<tr>
<th>Institution and City</th>
<th># of Foreign Students</th>
<th>Tuition and Fees (thousands)</th>
<th>Living Expenses and Dependents (thousands)</th>
<th>Less U.S. support (thousands)</th>
<th>Total Contribution (thousands)</th>
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</thead>
<tbody>
<tr>
<td>Concordia University - Nebraska, Seward</td>
<td>14</td>
<td>$320.00</td>
<td>$176.00</td>
<td>$80.00</td>
<td>$416.00</td>
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<tr>
<td>Dana College, Blair</td>
<td>***</td>
<td>$41.20</td>
<td>$28.90</td>
<td>$10.50</td>
<td>$59.60</td>
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<tr>
<td>Midland Lutheran College, Fremont</td>
<td>***</td>
<td>$189.30</td>
<td>$102.20</td>
<td>$43.70</td>
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<td>Nebraska Wesleyan University, Lincoln</td>
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<td>$919.99</td>
<td>$638.00</td>
<td>$159.20</td>
<td>$1,397.90</td>
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<td>Northeast Community College, Norfolk</td>
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<td>$84.90</td>
<td>$378.70</td>
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<td>Peru State College, Peru</td>
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<td>$53.80</td>
<td>$130.80</td>
<td>$29.30</td>
<td>$155.30</td>
</tr>
<tr>
<td>Institution and City</td>
<td># of Foreign Students</td>
<td>Tuition and Fees (thousands)</td>
<td>Living Expenses and Dependents (thousands)</td>
<td>Less U.S. support (thousands)</td>
<td>Total Contribution (thousands)</td>
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<td>Bellevue University, Bellevue</td>
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<td>$4,706.30</td>
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<td>Metropolitan Community College, Omaha</td>
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<td>University of Nebraska, Omaha</td>
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<td>$10,937.90</td>
<td>$12,832.20</td>
<td>$3,033.80</td>
<td>$20,736.30</td>
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Congressional District: 02 | Lee Terry (R)  

<table>
<thead>
<tr>
<th>Institution and City</th>
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<th>Tuition and Fees (thousands)</th>
<th>Living Expenses and Dependents (thousands)</th>
<th>Less U.S. support (thousands)</th>
<th>Total Contribution (thousands)</th>
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<td>Chadron State College, Charon</td>
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<td>$245.30</td>
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<td>Mid-Plains Community College, North Platte</td>
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<td>$198.90</td>
<td>$150.70</td>
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</table>

Congressional District: 03 | Adrian Smith (R)  

$14,233.80
Methodology: How We Compute Economic Impact (2011)

We define economic impact as the amount of money that foreign students collectively bring into the United States to pay for their education and to support themselves while they (and in some cases, their families) are here. The goal of our economic impact formula is to use data already collected for other purposes to provide a reasonable estimate of the economic resources that foreign students import to the United States to support their education here each year.

The data sets used for these reports come from two sources:

1. The Institute of International Education’s Open Doors 2011 report, funded by the U.S. Department of State, provides numbers of foreign students enrolled at colleges and universities throughout the United States during the 2010-11 academic year. In many cases, this data provide separate totals for undergraduate, graduate, and non-degree students. (http://www.iie.org/opendoors)

2. Wintergreen Orchard House provides cost figures for tuition, living, and miscellaneous expenses at U.S. colleges and universities for the 2010-11 academic year. (http://www.wintergreenorchardhouse.com/)

The extensive data provided by these two sources (which collect it directly from surveys of the institutions involved) allow us to make our estimates sensitive to differences between institutions. However, there are still areas where our estimates and formulas could be improved. For example, we compute economic impact only for students reported in the Open Doors report. Colleges and universities that do not provide information to the Institute of International Education are not represented. Also, enrollment reports represent peak enrollment, and not necessarily enrollment levels throughout the year.

Estimating Expenses

Tuition, fees, living expenses, and dollar estimates are derived from Wintergreen Orchard House’s data collected on surveys completed by institutions every year. We try to make our calculations sensitive not only to differing costs at institutions, but differing costs for ESL students, undergraduates, graduate students, and students on practical training.

1. Undergraduates and English Language Programs:
   The number of undergraduate students at an institution is specified by Open Doors data.
   Wintergreen Orchard House’s data provide undergraduate tuition and fee amounts, on-campus room and board amounts, and miscellaneous expenses. These categories are sometimes broken down into averages for international, out-of-state, flat rate, and in-state students. When multiple averages are available, we choose averages in the order given above.

2. Graduate Students:
   The number of graduate students at an institution is specified by Open Doors data. Wintergreen Orchard House’s data provide graduate tuition and fee
amounts, on-campus
room and board amounts, and miscellaneous expenses. If there are no differentiated
graduate expenses provided by an institution in the Wintergreen Orchard House’s
data, then the undergraduate expenses would be applied.

3. Students on Practical Training:
We assume these students earn enough in their U.S. jobs to pay living and
educational expenses for the year, and so import no funds for their support.
Therefore, net economic impact of students in practical training is zero.

Economic impact of an international student equals tuition and fees, plus room and
board, plus miscellaneous figured at 50 percent of room and board, less U.S. support.
We assume: (a) that spring enrollment figures are the same as the fall figures
reported, (b) that all students are enrolled full time for two semesters or three
quarters a year, and (c) that students live on campus for the full year. The
miscellaneous expenses, enumerated in Wintergreen Orchard House’s data, average
about 40 percent of room and board expenses. We use a 50 percent figure as an
approximation that includes all extra expenses except for travel.

Estimating U.S. Support

The Open Doors survey asks schools to report the percentage of their students who
are self-funded, the percentage that have U.S. source income, etc. The U.S. support
percentage includes funding from a U.S. college or university, the U.S. Government,
a U.S. private sponsor or current employment. For this analysis the percentages are
calculated based upon the institution’s Carnegie classification and the academic
career of the student. For example, this process will differentiate the level of support
between undergraduates and graduates at a particular research institution while it also
differentiates between a baccalaureate-classified institution from an associate’s-
classified institution.

Individual Institution Enrollment Figures

For institutions with fewer than 10 international students enrolled, enrollment
totals are suppressed for confidentiality reasons. In the reports, this is indicated
by three asterisks (***).
Appendix 9

Partial list of U.S. universities offering resident tuition rate to international students – as of October 2011

Red = UNK Peer University

Green = Is actively recruiting from UNK enrollment market

Minnesota State Colleges and Universities (since 1997): (see policy excerpts at end of this document)

- University of Minnesota - Duluth
- Minnesota State University - Mankato
- Minnesota State University - Moorhead
- St. Cloud State University
- Bemidji State University
- Winona State University
- Metropolitan State University

Arkansas State University Offers a tuition advantage for qualifying students from selected countries, U.S. regions, or institutions based upon UofA partnership agreements. The Tuition Advantage is a waiver of the out-of-state portion of tuition and may be renewed if the criteria are met. See attached.

Arkansas Tech University

University of Arkansas – Fayetteville

Kansas State University

University of Central Oklahoma

Cameron State University (Oklahoma) – The waiver sets aside the non-resident portion of tuition normally charged to international students. Must maintain at least a 2.5 GPA.

East Central University (Oklahoma) – 180 on TOEFL required and maintain 3.0 GPA

University of North Dakota – Must have completed 2 semesters as a full time student. Must be F-1, J-1 or legal non-immigrant status. Must be determined to have financial need. Must have 2.6 GPA. Must maintain full-time enrollment and reapply each year.
Mississippi State University - International Student Charges - All international students are assessed an Administrative Programming fee of $100.00 each fall, spring, and summer term. Sponsored international students whose programs of study are administered through the International Services Office are assessed an additional fee of $200.00 each fall, spring, and summer term. Health insurance for international students will be assessed at the prevailing rate for the fall semester and for the spring/summer semester. Detailed international admissions health requirements are available from the International Services Office’s web site at http://www.admissions.msstate.edu/international/apply/insurance.php.

Montclair State University - Students on most non-immigrant visa types including F-1 and J-1 visas must pay out-of-state non-resident tuition. In rare cases, students in some visa types are allowed to pay in-state resident tuition if they have lived in NJ for one year or more. Because Montclair State University recognizes the value of international student enrollment, the International Student Partial Tuition Waiver is available to assist students who have financial need due to unexpected changes in their financial resources. The waiver covers only the out-of-state portion of the tuition for one semester. Students who receive the waiver will be charged in-state tuition for the semester it is awarded.

Illinois State University — Tuition waivers are generally partial, rather than full waivers. Applicants must be international students at Illinois State University. Preference is given to F-1 and J-1 students who are in good academic standing, who are active in campus activities, and who have completed at least one full academic year in their current level of study prior to application for this waiver.

University of Nebraska – Kearney - In-state tuition for all students from Japan, at discretion of Director of International Education

University System of Georgia - The out-of-state tuition waiver for international students is based upon regulations passed by the Georgia legislature which permits universities and colleges in the University System of Georgia to waive (not charge) fees for a limited number of international students who are presently in the U.S. on an F-1 or J-1 visa. This waiver covers only the out-of-state portion of your tuition; the student must still pay the in-state portion of the tuition.

Georgia College

Kennesaw State University (Georgia) The out-of-state tuition waiver for international students is based upon regulations passed by the Georgia legislature which permits universities and colleges in the University System of Georgia to waive (not charge) fees for a limited number of international students who are presently in the U.S. on an F-1 or J-1 visa. This waiver covers only the out-of-state portion of your tuition; the student must still pay the in-state portion of the tuition.

1. Merit-based – 3.0 GPA
2. Need-based - 2.5 GPA
3. Recruitment –based (5%) – 3.0 GPA

Georgia State University - International waivers are intended to support the internationalization of the university pursuant to the university's strategic plan (e.g., signed international cooperative agreements, international recruitment efforts) as defined in consultation with the Office of the Associate Provost for International Affairs.

Georgia Southern University — “To help ensure diversity, Georgia Southern University awards a limited number of out-of-country tuition waivers to undergraduate and graduate international students”
Georgia Southwestern State University – Letter from GSSU ELI Program:
"Many colleges and universities in Georgia and other states work with us and allow qualified students to attend their institutions while paying only in-state tuition."

Georgia Perimeter College

Valdosta State University (Georgia)

Lanier Technical College (Georgia) - Non-resident tuition may be waived, normally on a quarter-by-quarter basis, for an international student or out-of-state student by the President. Students desiring to appeal or request a waiver of out-of-state or out-of-country tuition may petition the President of Lanier Technical College, indicating their reason for the waiver request. Proof of residency, citizenship status, and other documentation may be required to determine the status of a waiver request. Approval of a tuition waiver is granted for one quarter only. Waiver requests must be submitted each quarter a student wishes to be considered for a waiver. For more information, contact the Office of Admissions.

University of West Georgia Graduate School - Domestic and international student applicants accepted into the Graduate School as full-time degree-seeking students may apply for a limited number of out-of-state tuition waivers. 550 TOEFL, maintain 3.5 GPA.

University of Maine at Farmington – Provides up to 5 waivers yearly. Amount is $16,768. Student must submit financial documentation necessary to supplement the amount of the tuition waiver.

Bellevue College (Seattle)

California State University – "Executive Order 605 (July 21, 1993) authorizes campus presidents to waive nonresident tuition for students who are citizens and residents of foreign countries (referred to as "foreign students") attending California State University on an exchange or non-exchange basis. The number of tuition waivers available to non-exchange undergraduate students may not exceed 7.5 percent of the foreign students in residence. The number of tuition waivers for non-exchange graduate students may not exceed 25 percent of the nonresident graduate students on campus." Various universities in California State University system have been applying this waiver for many years.

Idaho State University ('limited number of resident tuition awards for internationals students')

Boise State University (Idaho) Tuition assistance for both new and continuing international students International Student Program Waiver is a tuition assistance program for outstanding international students 'who demonstrate academic achievement'

University of Iowa ('merit tuition scholarships for entering international students')

University of Wisconsin - Oshkosh is pleased to offer the Nonresident Partial Tuition Waiver to eligible international students. This is a need-based financial award.

Washington State Community and Technical Colleges Community colleges “may waive all or a portion of the nonresident differential for foreign students”.

Portland State University - $1000 per semester, plus more in exchange for community service. 3.0 GPA
Southern Oregon University - $1000 per semester, plus more in exchange for community service. 3.0 GPA

Western Oregon University - in exchange for community service.

OSU Cascades (Oregon State University) 50% tuition remission (grant) in exchange for community service.

Central Washington University – 3.2 GPA, 3K limit per student year

Eastern Washington University

Washington State University – 2 tuition waiver levels based on GPA

Northwestern Oklahoma State University - New international students are now guaranteed a $3,000 out-of-state tuition waiver that is only available to international students.

University of Wisconsin-River Falls: Non-resident tuition remission for up to 2% of student population.

Chadron State College - The Chadron State College International Student Tuition Waiver is an undergraduate tuition (fees not included) award for degree-seeking international students attending classes on the CSC campus. The maximum award is equal to one-half of the Nebraska residential tuition for up to 16 credit hours per semester, with a total of 8 semesters. (if 600 TOEFL and agree to live in dorms)

Indiana University of Pennsylvania (partial waiver – ‘all international students automatically considered’)

University of Texas – Austin - International students who hold visas allowing for domicile in the United States: Fees waived: Nonresident portion of tuition. The student is responsible for payment of resident tuition. Eligibility: International students establishing domicile in Texas and meeting residency requirements.

University of Central Florida: “Resident tuition for all non-resident graduate assistants with 0.5 FTE appointments.

American University – Washington College of Law – All international students may apply for partial tuition remission – needs based

University of Texas – Arlington – All international students who agree to do some service in the university community. UNK Nepalese students are transferring here.

Truman State University – Missouri – Offers in-state tuition to all students in UNK’s China enrollment market.

Murray State University – Kentucky - Offers in-state tuition to all students in UNK’s Japan enrollment market.

Northern Arizona University - Out-of-state students, including international students, can apply for a waiver of the non-resident portion of their tuition. If an out-of-state waiver is awarded, the student pays only resident or in-state tuition rates. Students who are Arizona residents can apply for an in-state tuition waiver.
Florida International University - Tuition for International Students is the same as "Out-of-State" prices.

Augusta State University - The Institutional Waiver is based upon regulations passed by the Board of Regents of The University System of Georgia. The Waiver permits institutions to waive the out-of-state tuition for a limited number of International and/or Special Circumstance Students. The Institutional Waiver Committee will review requests for tuition waivers for students. The Committee will give preference to international students who have F1 visa status and are seeking their first baccalaureate degree. Graduate students, additional degree, post-baccalaureate, and non-F1 visa students will be considered only on a space available basis. Selection will be based on academic performance and financial need. Applicants must have completed at least one semester at ASU before being considered for a Waiver.

Idaho State University — A Non-Resident Tuition Waiver — student receives the same benefit as a state resident and pays a much reduced tuition. Must have 3.0 GPA. The State Board of Education determines how many waivers the university receives each year. The number is a percentage of total full-time enrollment.

Addendum: Minnesota Universities

Board of Trustees: Minnesota State Colleges and Universities Board Policies, 1997 Chapter 2 - Students Click here for a PDF copy of this policy.

2.2 State Residency

Part 4. Non-Resident Students Allowed to Pay the Resident Tuition Rate.

Subpart B. Discretionary Exceptions. Non-residents of Minnesota may be charged the resident tuition rate under one or more of the following exceptions.

2. International Students. Colleges and universities may charge resident tuition to nonimmigrant international students classified under 8, U.S.C. 1101 (a) (15) (B), (F), (H), (J), and (M).

An example of this policy at Minnesota State University at Moorhead:

In-State Scholarship

All international students will receive an automatic scholarship upon admissions to Minnesota State University Moorhead (MSUM). If you are a new international student to MSUM, you do not have application and forms to complete. Once you are admitted the scholarship will be applied to you automatically. This will qualify international students to receive in-state tuition from the very first semester. Students must follow the following scholarship criteria.

In-State Tuition Policy

Awarding Minnesota Resident Tuition to International Students

All International students attending Minnesota State University Moorhead (MSUM) will be eligible for a Minnesota Resident Tuition Scholarship. All accepted new International Students will receive the in-state scholarship automatically the first
semester. If students wish to maintain the scholarship, students must meet the scholarship criteria every semester. Students must maintain:

1. **Standard Academic Progress**, this is defined as maintain a 2.0 cumulative GPA and a 67% course completion rate.

2. **Contribute 10 hours of volunteer work per semester.** To learn about Volunteer criteria please visit our Volunteer Page

Scenario: A new student arrived to MSUM in Fall semester of 2010. The scholarship is applied automatically for the fall semester of 2010. But the student will need to complete 10-volunteer hours (do them in fall 2010 semester) and maintain standard academic progress (fall semester). The scholarship will be applied for Spring semester of 2011. This means, students will maintain academic standing as well as complete 10-volunteer hours every semester if students wish to receive the scholarship every semester.

**Undergraduate Students:**
- Maintain good academic standing at MSUM
- Register for a minimum of twelve (12) credits per semester. UNLESS you have approval to drop below 12 credits
- 10-hours of volunteer hours per semester
- The volunteer hours must be completed/earned during Fall or Spring semester when classes are in session and not at any other times (unless permission is granted by OIP
- Submit the volunteer hour form on or before the deadline. Deadline: Commencement day of each semester
- Complete your degree within 4.5 years

ARKANSAS STATE UNIVERSITY

The University of Arkansas is proud to provide a tuition advantage for all qualifying undergraduate and graduate level students from Bolivia. The State of Arkansas is partnered with the country of Bolivia through the Partners of the Americas program. We are excited to offer this opportunity for Bolivians to experience the University of Arkansas and its many academic programs of excellence.

**To Qualify:**
The Bolivian Tuition Advantage will pay the out-of-state portion of your tuition (a savings of over $7000!) if you:
- Meet all admissions criteria and are accepted as a degree-seeking student.
- Are a citizen and permanent resident of Bolivia.
- Are at the freshman, transfer, or graduate level.

**To Renew This Tuition Advantage:**
The Bolivian Tuition Advantage may be renewed for the duration of your studies. You must be enrolled full time in your degree program at the University of Arkansas. For undergraduate students, this is 12.0 credit hours per semester; for graduate students, this is 9.0 credit hours per semester.
Undergraduate students must earn a 2.0 grade point average at the end of each semester and successfully complete 24.0 credit hours each academic year (August through May). Graduate students must earn at least a 2.85 grade point average and successfully complete 18.0 credit hours each academic year.

*Tuition Advantage Application Procedure:*

Apply for admission to the University of Arkansas (online at www.uark.edu/ua/iao or by sending in a paper application). Provide us with all supporting application materials. You will be notified of the tuition advantage award when you have been fully admitted to the University of Arkansas.

*BOLIVIAN TUITION ADVANTAGE*

*Tuition Advantage!*

For more information, contact us at:

Please note that a processing fee of USD $450 will be assessed each semester for recipients of all out-of-state tuition advantage waivers.

The University of Arkansas is pleased to announce the Caribbean Tuition Advantage program for all qualified undergraduate level students from the Caribbean. Now you can experience the University of Arkansas and its academic programs, including over one hundred degree programs in a wide variety of disciplines, without paying the out-of-state charges.

**To Qualify:**

The Caribbean Tuition Advantage will pay the out-of-state portion of your undergraduate tuition (about $7,368) if you:

- Meet all admissions criteria and are accepted as a degree-seeking student.
- Are a citizen and permanent resident of the Caribbean.
- Are a recent high school graduate, or transferring from a college or university.

**SEVIS PROCESSING FEE**

Persons applying for a student visa must pay a SEVIS processing fee (I-901 fee) of USD $200 (F-1) or $180 (J-1).

The University of Arkansas is proud to provide a tuition advantage for all qualifying undergraduate
and graduate level students from Panama. We are excited to offer this opportunity to experience the University of Arkansas and its many academic programs of excellence. Over a hundred degree programs in a wide variety of disciplines are offered.

To Qualify:
The Panama Tuition Advantage will pay the out-of-state portion of your tuition (a savings of over $7000!) if you:
Meet all admissions criteria and are accepted as a degree-seeking student.
Are a citizen and permanent resident of Panama.
Are at the freshman, transfer, or graduate level.

To Renew This Tuition Advantage:
The Panama Tuition Advantage may be renewed for the duration of your studies. You must be enrolled full time in your degree program at the University of Arkansas. For undergraduate students, this is 12.0 credit hours per semester; for graduate students, this is 9.0 credit hours per semester. Undergraduate students must earn a 2.7 grade point average at the end of each semester and successfully complete 24.0 credit hours each academic year. Graduate students must earn at least a 2.85 grade point average and successfully complete 18.0 credit hours each academic year.

The University of Arkansas is proud to provide a tuition advantage for all qualifying undergraduate level students from Rwanda. We are excited to offer this opportunity to experience the University of Arkansas and its many academic programs of excellence. Over a hundred degree programs in a wide variety of disciplines are offered.

To Qualify:
The Rwanda Tuition Advantage will pay the out-of-state portion of your tuition (a savings of over $7,000!) if you:
Meet all admissions criteria and are accepted as a degree-seeking student.
Are a citizen and permanent resident of Rwanda.
Are at the freshman or transfer level.

To Renew This Tuition Advantage:
The Rwanda Tuition Advantage may be renewed for the duration of your studies. You must be enrolled full time in your degree program at the University of Arkansas. For undergraduate students, this is 12.0 credit hours per semester. Undergraduate students must earn a 2.7 grade point average at the end of each semester and successfully complete 24.0 credit hours each academic year.
Appendix 10
UNK International Student Services Procedures

06-2012

This focuses on ISS operational procedures and info used to update SEVIS, PeopleSoft & FSA Atlas.

Monthly:
Email reminders to international students including pertinent topics.
Alerts in SEVIS for both F-1 and J-1 UNK Participants - PDSO/DSO Only

CALENDAR

August/September:
Arrivals – All International students attending UNK on a F-1 or J-1 student visa must comply with Mandatory SEVIS Registration each semester which must be complete by the 30th day after the designated start of classes. Arrival information to include: Name, Country, Gender, Arrival date & Time, Flight Number, Dorm Assignment and any special Comments to be provided to appointed pick up staff or Eppley Express.

New Student Orientation - All ISS Staff to attend and participate in a Mandatory Immigration Orientation. Divided into 2 segments which include Cultural and Immigration: Power Point Presentations and information to provide information to new international students about campus and the community? Prepare Check in Form from SEVIS, SEVIS Registration Begins (Deadline: 30 days from program start date must be complete)

November/December:
Travel Signatures
Graduation List
FSA reports (expired passport, visa, I-20/DS2019)

December/January/February:
Arrivals – Appointed staff must complete listing of Arrival Notifications for new students prior to Winter Break (12-1 suggested date). Reservation of Van(s). 865-1800. Arrival information to include: Name, Country, Gender, Arrival date & Time, Flight Number and Dorm Assignment to be provided to appointed pick up staff or Eppley Express.

Orientation - All ISS Staff to attend and participate in execution of Orientation. Broken into 2 segments which include Cultural and Immigration: Update Power Point, Prepare Check in Sign up Form from SEVIS, Order Drink (usually infused water)

SEVIS Registration Begins (Deadline: 30 days from program start date must be complete)

February 15 DEADLINE FOR APPLICATION FOR ADMISSION TO SUMMER SESSION (ELI)

April/May:
Travel Signatures
Graduation List
FSA reports (expired passport, program extension)
May 15 DEADLINE FOR APPLICATIONS FOR ADMISSION FOR FALL SEMESTER

May/June:
Arrival & Orientation
SEVIS Registration Begins (30 days from program start date)

CHECK-IN and SEVIS REGISTRATION
New international students must be registered in SEVIS within 30 days of the program start date. This process takes place each & every semester for all new and returning international students. ISS Staff will review student documents following the below instructions.

NOTICE: Staff reviewing documents; if there is a question about possible problems with stamps or additional documents provided by the POE; the staff member should find the PDSO and bring them to her/his attention immediately while student is still present.

1. International Students must physically report to the ISS Office in Welch Hall each semester. (Mass email to be sent - 20 day notice)
2. The student must complete the appropriate computer check-in form (Returning or New, as applicable) (Emergency Contact required in order to submit the form).
3. ISS staff copies all Immigration documents. This includes current Visa, Passport personal information page, I-20/DS-2019, I-94, and any other documents possibly issued by POE official. (Reference document with pictures)
   a. Form I-20
      i. Copy all I-20s issued to student. Must have a stamped I-20. If not, student needs to meet with DSO immediately to discover why no stamp.
   b. Visa – if not marked F-1 or J-1 with a D/S find a DSO to meet with the student/exchange visitor
   c. Passport – personal information page
   d. Passport CAUTION: Verify the Passport expiration Date
      i. While student is in ISS office confirm the passport expiration date is valid for at least 6 months. If not, student should be advised of the date and given instructions for renewal.
      ii. Passport Expiry Timeline
         1. Within 6 MONTHS: Student should be given instructions for renewal process ASAP. Student is to be advised that ISS Office--DSO will need copy of receipt of application for passport renewal.
         2. 6 MONTHS – 1 YEAR: Student to be made aware of expiration date and discuss how to plan renewal.
         3. 1 YEAR PLUS: Advise student/exchange visitor passport will expire so IF they return to home country they can extend.
   4. I-94 Card
   5. Front & Back
   6. Confirm that the copy contains all numbers, dates, and pertinent information.
   e. See reference documents for examples of correct copies of documents.
      i. CAUTION: Confirm all pertinent numbers, dates; names have been copied correctly on all documents.

NOTE: If dependents have accompanied student/exchange visitor copies of each dependents documents must also be made and verified. All dependent documents will
reside in the student/exchange visitor file. These dependents (F-2/J-2 must be added to FSAtlas in dependent tab)

4. Appointed DSO to confirm all information in SEVIS
   1-Immigration Coordinator delegates to 2-Immigration Specialist 3-Office Assistant
   a. Name, DOB, Program start/end dates, Local Address, I-94 number, enter Passport & Visa information if updatable.

5. Once the above mentioned biographical and program data is correct and updated in SEVIS register student.
   a. Enter the Current Session End Date & Next Session Start Date

6. Appointed Staff Updates the above mentioned biographical and program confirmed data in PeopleSoft as necessary
   1-Immigration Coordinator delegates to 2-Immigration Specialist 3-Office Assistant

7. Update FSATLAS
   1-Immigration Coordinator delegates to 2-Immigration Specialist -3-Office Assistant
   a. This will occur the following day after student is updated in Peoplesoft. (PS expert to verify PS data, hours, etc)
   b. FsaATLAS fields to update:
      i. Visa number, expiration date, issuance date,
      ii. I-94 number & associated fields
      iii. Any other fields that appropriate need filled out

Failure of ISS Office to complete Registration in SEVIS system can result in student/exchange visitor losing immigration status and being subject to deportation or arrest by USCIS.

**NOTE:** Amendment to policy: In the circumstance that student/exchange visitor does not physically report to ISS Office but there is substantial evidence that the student/exchange visitor is on campus, ISS must make every attempt to get the student/exchange visitor to complete registration. Registration may take place to prevent Auto-Termination only by the PDSO/DSO/RO or ARO.

REGISTRATION REFERENCE – Immigration Documents

**Sample I-20 – Front**

**Sample I-20 - Back**
Sample DS-2019 Form (Replaced IAP66)

Sample Visa

Issuing post Name: The US embassy/consulate that issued the visa
Surname: Same as last name in U.S. or family name
Given Name: Same as first name in U.S.
Passport Number: Visa holder’s passport number Entries: M or S. If it is 'M', you may enter USA multiple times until the expiration date of visa. If it is 'S', entry to USA single entry until expiration date
Annotation: Any notes that the consulate would like to put such as employer name, petitioner name, any restrictions, special circumstances etc.
Control Number: Control number used to track the visas.
Visa Type/Class: Type of non-immigrant visa. Should be F-1 or J-1 ONLY.
Sex: M/F. (For Male/Female)
Birth Date: Date of birth of visa holder
Nationality: Visa holder’s country of citizenship
Issue Date: The date (in DD/MM/YYYY format) when visa was issued.
Expiration Date: The date (in DD/MM/YYYY format) until which the visa holder can apply for entry into USA. Actual duration of stay in the US determined at the port of entry as per date stamped & written in I-94 form. i.e. D/S (duration of stay)
Number in red color: Visa number.
Stars below photograph: Sometimes there are no stars under the photograph, sometimes 1 star, sometimes 2 stars. Exact purpose of stars unknown.
Information at bottom: Computer generated & machine readable information about visa. Visa holder does not have to generally worry about

I-94 Card * Front

NOTE: WE DO NOT WANT TO SEE B-2 AS INDICATED ON THIS COPY OF I-94; See DSO if B-2 in on arriving student document.
IT IS DATE SPECIFIC & WOULD INDICATE POTENTIAL STUDENT.
Desired stamp

• F-1 D/S
• J-1 D/S
  • Expiration Date: D/S or in case of J-1 (match end date)

* The I-94 card is WHITE for all F-1 and J-1 students (dependents) 
Tourists and Visa Waiver entrants will receive a GREEN I-94 card.

Since the Form I-94 documents the authorized stay and is the official record of permission to be in the U.S., it is very
important to protect inside the passport. If lost or stolen REPLACEMENT COST is $320.00

Although the I-94 card seems UN-IMPORTANT, it is actually the students most important immigration document,
because it shows proof that an immigration officer admitted visitor to the US for status listed on card. It is very
important that you keep this card safe throughout your stay in the US. You will need the card to apply for employment benefits, and you will need to surrender the card upon exiting the US.

I-515A*

The I-515 document is given to a student/exchange visitor when they enter at the Port of Entry IF there is something wrong with their Form I-20/DS-2019 or without the required document. Generally what is wrong is that the student/exchange visitor failed to get a travel endorsement from the ISS before they left the USA. **This document is DATE SPECIFIC!** Notice from SEVP on 7/14/11 enforces 30 day limit with automatic termination in SEVIS. Student/Exchange visitors only have 30 days to have the inadequacies corrected by the ISS Office and mail the I-515 to Washington DC. Students issued I-515A must see DSO upon arrival. If port of entry official gives an arriving student/exchange visitor any type of document the student should talk to a DSO.

* I attempted to find a sample of Form I-515. If I find one I will include it in this document but at this moment I have been unable to find an example. Hard copy only as of 8-19-2012.

**Amendment to policy: In the circumstance that student does not physically report, (what are the exceptions) but there is substantial evidence that the student is on campus and maintaining status, registration may take place to prevent Auto-Termination. ISS Office continues to contact student for proper/complete registration; wasn’t this done for 09F only to prevent issues of bad data and new policy?
Explanations of Student needs and procedures used

Internships
Students who are registered for Internships must be evaluated on an individual basis. Internship must be deemed an integral part of the degree through confirmation with the Academic Advisor the student will be registered in SEVIS for that semester. However, if the student is not in the U.S., they will be treated as a Leave of Absence.

Reduced Course Load (RCL)
Students not FT enrolled (12-UG, 9-G, ELI) can be approved for RCL. Required Form must be submitted and approved.

Exceptions to the full-time enrollment requirement:
1. A reduced course load (RCL) can only be authorized for specific academic reasons. You must obtain a letter from your academic adviser or class professor explaining that one of the following reasons apply to you.

   - Initial difficulty with the English language
   - Initial difficulty with reading requirements
   - Unfamiliarity with American teaching methods
   - Improper course level placement

The DSO/ ISS adviser will review the Reduced Course Load Form and evaluate whether or not a drop can be allowed, and if approved, will print a new I-20 indicating the reason for the reduced course load. An academic RCL is only allowed one quarter per degree level. Students must request the RCL and receive approval from the ISS by the end of the semester in which they need the approved RCL.

2. A reduced course load (RCL) for a documented medical condition
A letter from a "licensed medical doctor, doctor of osteopathy, or licensed clinical psychologist." Must be submitted to the ISS Office. A reduced course load due to a medical reason may be authorized multiple times so long as the aggregate period does not exceed 12 months. Regardless of the date during the quarter you request the RCL, it will cover the entire quarter and will subtract three months from your 12-month allowance. You must request the RCL and receive approval from the ISS by the end of the quarter in which you need the approved RCL. We will issue a new I-20 for you authorizing the RCL.

3. Final semester
Students may take as few credits as required to complete their degree as long as they register for at least half of the required credits at UNK. An online class or a CPT-related credit cannot be the only class on your final quarter schedule.

4. Annual vacation
An annual vacation is the time spent in the United States while not registered for full-time credits. You are eligible for vacation if you have completed one full-time academic year prior to the vacation and intend to register for the following term. A student who arrives in the U.S. for the first time and begins study winter or spring quarter may take the summer as a vacation quarter. You cannot take vacation in your final quarter.
5. Improper course level placement
Student has been placed in a course that is improper during the term.

Co-Enrollment at CCC
The bulk (more than half) of the student’s total enrollment for the semester must be done on the UNK campus. UNK will maintain his SEVIS record and students agree to provide proof of enrollment and attendance at CCC.

1. Student must submit the RCL request form to get permission from their UNK advisor.
2. The RCL form is submitted to the ISS office as a request for a Verification of Enrollment letter.
3. The student then can take the Verification of Enrollment letter to CCC to register for classes.
4. The student must submit the receipt from CCC (pink) to prove that they are registered.
5. The DSO will evaluate the request

CHANGE OF ADDRESS
When student changes address they must submit new address to ISS no more than 10 days after they move. ISS Staff will then input new address into SEVIS and will confirm the new address has been updated on student Self-Service pages (MyBlue).

TRANSFER OUT
International Students must apply for admission and be admitted to the new institution. Upon receipt of a copy of the Admission letter the SEVIS record will be released to the new institution. One purpose of the transfer procedures is to keep the same SEVIS identification number for the student. When a student brings proof of acceptance from another SEVP-certified school, ISS needs to coordinate with the student to establish a transfer release date. Email sent to student after SEVIS record released to new institution:

Dear student,
This office received a copy of your acceptance letter to _______________. As of 12/15/2040, your SEVIS record has been released to the American Language Center in Manhattan, NY.
We are sorry to see you leave UNK, but hope that your experiences here were a great step forward towards your academic goals in the U.S. You are reminded to submit a Departure Form before you leave UNK. Please let this office know if you need further assistance.
Respectfully

TRANSFER IN FROM ANOTHER US INSTITUTION
To transfer to UNK, a student must first apply for admission to the UNK. Once admitted, a student must notify the current school’s international office of your intention to transfer. A DSO will transfer the SEVIS record to UNK. Only the current school of attendance has access to a student’s SEVIS record; therefore, UNK cannot issue a UNK I-20 (F-1 status) or DS-2019 (J-1 status) until the SEVIS record is transferred. In most cases, the “transfer out” date will be the last day of the final term at the current school. Transfer students must fill out an I-20 request form for appropriate International Admissions office in order to receive a new I-20. International Student Services (ISS) will release holds on registration and update your
SEVIS record to complete the transfer process once the student has checked in at the ISS Office. A transfer complete I-20 will be issued.

F-1 Students
- The start date at the new school must be within 5 months of the "transfer out" date in SEVIS or program completion, whichever is earlier. For students authorized for post-completion OPT, the new program start date must be within 5 months of the SEVIS "transfer out" date or the end of the OPT authorization, whichever is earlier. If the period of time between programs is longer than 5 months, the SEVIS record does not need to be transferred. The new school will issue a new initial I-20 and new SEVIS number.
- Student must be maintaining F-1 status.
- If already graduated, student must be within the 60-day grace period.

J-1 Students
- Must currently be maintaining J-1 status.
- Must coordinate the SEVIS transfer before the current DS-2019 expires.

LEAVE OF ABSENCE
This process must be noted in SEVIS and FSAtlas when a student will be out of the United States for an extended period of time.
1. Student first reports LOA to the ISS office. (LOA Request form is on-line)
2. ISS Office confirms student has current I-20 with travel signature
3. Reason of Termination: AUTHORIZED WITHDRAWAL. SEVIS note in the REMARKS section: Student taking leave of absence for _____ semester(s), will return to complete program and graduate.
4. Upon Termination in SEVIS, email is sent to student.
   a. Email message Subject: Leave of Absence
   b. Dear ___,
      This message is to confirm that you have requested a leave of absence from UNK for ?? semester and you have gone back to your home country. Your SEVIS record is terminated while you are out of the country (establish date of departure). It is very important that you contact this office 2 months prior to your planned return to UNK so that an attempt to have your record reinstated. You will be able to come back to the U.S. on the form I-20 that you currently have if you have not been out of the country for the full 5 months.
      Respectfully
5. If student returns within 5 months of departure date the DSO will request correction of status directly in SEVIS and the student will return to U.S. on the I-20 that was printed before departure.
   a. Student needs to inform the DSO of return at least 30 days prior to planned return to leave time for the request that the record be corrected.
6. If student returns after 5 months of departure DSO will issue new INITIAL I-20, which establishes a new SEVIS record and date for re-entry and the student will be required to pay the SEVIS fee again.
7. LOA Example Remarks in SEVIS:
   a. Student taking approved leave of absence for 1 semester, state semester, will return to complete program and graduate.
   b. Student taking approved leave of absence for 1 semester, state semester, will return to complete program and graduate. Departing U.S. 02/07/2010.
c. Student taking leave of absence for less than 5 months during state semester. Student returning for state semester to complete program.
d. Student took leave of absence for less than 5 months during state semester. Student returning to complete program will begin coursework during summer 2010 session.

OPT
Request OPT – Application Date: Recommended 90 days prior to graduation and no later than 60 days following graduation date if latest possible day to start authorization is wanted. Start Date: Established by USCIS based on date of completion of program, receipt of application and processing load of USCIS. All OPT Employment must be completed within 14 months of the date of completion of the program if the student delays applying they will forfeit the balance of the 12 months of OPT. REMEMBER: Dates may not be changed after you apply for OPT and are based on the date of adjudication by USCIS.

1. DSO confirms the student eligibility (1. Fulltime enrollment & 2. Completion of Program date from Advisor & CPT Dates)
2. DSO shortens program in SEVIS to correct program end date (completion of program date, the graduation ceremony is not the date USCIS counts).
3. DSO authorizes OPT on page 3 of I-20 and enters appropriate comment that will print on page 1 of I-20 indicating requested dates of employment and statement of employment based on program of study and prints new I-20. Student and Advisor must sign
4. Confirm with student the packet to send along with the request to the USCIS—
   [ ] 1. Form I-765 (current – check USCIS Forms page for updated version
   [ ] 2. A copy of pg 1 & pg 3 of new I-20 with recommendation for OPT on page 3.
   [ ] 3. A copy of both sides of your I-94 Card
   [ ] 4. A copy of biographic page of passport including expiration. Watch expiration date; may require 2nd copy with new extension.
   [ ] 5. A copy of the F1 visa page in passport (even if expired).
   [ ] 6. A copy of ALL previous I-20s that have been issued to student (check with the ISS Office to get copies of I-20s)
   [ ] 7. A copy of any previous OPT card or other Employment Authorization Document (EAD) if applicable
   [ ] 8. If applying for the 17 month extension you must also include a copy of your transcripts or diploma as long as it states the degree field.
   [ ] 9. Two passport type photographs Print name and I-94 card number lightly in pencil on the back of each photo
   [ ] 10. Fee of $380. Checks made payable to the Department of Homeland Security. Applicant must send a money order or personal check drawn on a U.S. bank., NO CASH. Attach the check to the front of the I-765.

A complete copy of the application for OPT is made for both the student and the ISS Office. ISS enters information in FSAtlas.
Student is responsible for mailing the packet no later than 30 days from date of issuance of the I-20 authorizing OPT. Students are advised to use ISS Office for return of EAD card due to the fact that mail from USCIS cannot be forwarded and historically international student’s move often causing the Application and/or card to be returned to USCIS. Students will lose time and authorization due to lengthy delays.
What are the “STEM” fields?
Actuarial Science, Computer Science Applications, Engineering, Engineering Technologies, Biological and Biomedical Sciences, Mathematics and Statistics, Military Technologies, Physical Sciences, Science Technologies, Medical Scientist

Maintenance of OPT Requirements
Notify students of OPT reporting requirements. (UNK OPT Reporting Document) including the fact that they have 90 days to find a job. Subsequently send email explaining Reporting Requirements while on OPT:

Immigration Regulations require that all F-1 students on OPT are required to report to the Designated School Official (DSO) at the Institution who issued the Form I-20 authorizing OPT the following: Student must report to the UNK International Student Services Office within 10 days of any change of:
- Legal name
- Physical residential address, telephone and email (cannot be PO Box or business)
- Starting date of employment
- Employers complete name
- Employer complete address, and/or contact information
- Loss of employment or any interruption of employment

Validation reports to the DSO are required for confirmation of status in the SEVIS system. These reports certify that all information reported on the student is current and accurate at all times. The report is due to the DSO within 10 business days of each reported change.

NOTICE: Your SEVIS record and your right to remain in the USA can be cancelled if you fail to report this information within the appropriate timeframe!

OPT and Registration
SEVIS records must be updated to reflect each employment and residential address of student.

CPT
Request CPT
1. DSO confirms the student eligibility and requirement of degree program (must be integral to completion of program for ALL students. Letter from Advisor and Proposed Employer both of which state job description, dates of employment, whether full time or part time and Advisor letter must include class enrollment including class schedule number.
2. Student submits to DSO all required documentation to request CPT authorization.
3. DSO requests CPT authorization and prints new I-20 for student that reflects this work authorization.
4. Student cannot begin working until I-20 has been collected and signed.

SEH – Extremely difficult to obtain – Extreme circumstances must be verifiable to USCIS
Student meets with advisor to learn process and submits to DSO required documentation to request SEH authorization. The ISS Office DSO will work with student extensively on a SEH application.

1. Two photographs (see USCIS requirements)
2. Form I-765 (downloadable from www.uscis.gov)
3. Letter from student explaining economic circumstances causing request for Severe Economic Hardship Employment
4. Letter from student’s sponsor explaining why can no longer provide funding
5. Chart-like breakdown of all monthly income and expenses (e.g. income, electricity, heat, gas, apt. lease, phone, groceries etc...)
6. Letter from student employment office stating availability of student employment opportunities on campus
7. Copies of all previously issued I-20s (front and back)
8. Copies of F-1 visa stamp, passport identification page and I-94 (front and back)
9. Copies of supporting materials (e.g. bills, letters, articles, etc.)
10. A check in the sum of $380 written to “U.S. Citizenship and Immigration Services”
11. Copy of new SEVIS Form I-20, endorsed to reflect off-campus employment request

Student is responsible for mailing the SEH Application within 30 days of the date of the new Form I-20.

I-20 PROGRAM EXTENSION
1. Student requests program extension from DSO and completes a EOS Request Form (online)
2. Student must obtain authorization from Academic Advisor as to reason for need of extension
3. DSO confirms reason why extension requested, program end dates, expected graduation, etc.
4. New I-20 is issued signed and copied for file. ISS Staff enters new date in FSAtlas

CHANGE OF MAJOR
1. Student must have changed major with the Academic Advising office and it must be verified in PeopleSoft.
2. Student requests change of major from DSO (Form).
3. DSO confirms the student major has already been changed in PeopleSoft.
CHANGE OF MAJOR to 'DECIDING' (24.0102)
IF student changes major to Deciding, UNK allows only 1 semester to give student time to decide. However, as it is regulation that the F1 visa holder be degree seeking student who changed to the Deciding major will submit a 'plan' as to what they are deciding between and when they will make the decision.

EXPIRED PASSPORT
ISS office will use FSA alert system as to when students are near the passport expiry date. In addition to this alert, end of every semester will pull a report from FSA to report any upcoming expiration. If the expiration date passes, student must report to DSO immediately if their passport expires. Student will follow process to renew passport and will submit to the DSO receipt of the renewal receipt while in process.

Passport Expiry Timeline:
1. Within 6 MONTHS: Student must meet with DSO immediately to get assistance with passport renewal – DSO will need copy of receipt of application for passport renewal.
2. 6 MONTHS – 1 YEAR: Student will be made aware of the expiration date and will discuss how to renew and plan to renew.
3. 1 YEAR PLUS:

LOST DOCUMENTS
PDSO/DSO or RO/ARO will verify with the student that the documents are confirmed not able to be found. Student will immediately file for new paperwork, new passport, new I-20, new I-94 card, etc. Student will submit receipts of the process.

TERMINATION:
Termination if student is not enrolled, not on campus, PDSO/DSO has exhausted resources to locate student.

Email Example:
Your SEVIS record will be TERMINATED on Friday, January 29, 2040 if you do not enroll full time at UNK for the current semester or transfer to a new institution. Reply immediately.

Notation in the SEVIS record REMARKS section: Student not attending UNK, Fall Semester of year
Email sent to Student as example below:
Hello, Due to failure to enroll for classes for Summer 2009 your SEVIS record was terminated. You were admitted and issued a form I-20 for June 8th, 2009 and did not enroll for classes. The U.S. immigration views this as failure to enroll.

You can apply for re-instatement, please see the following for more information.
http://www.uscis.gov/portal/site/uscis/menuitem.5af9bbf95919f35e666f614176543f6d1a/?vgnextoid=94d12c1a6b55d010VgnVCM10000048f3d6a1RCRD&vgnextchannel=db029c7755cb9010VgnVCM10000045f3d6a1RCRD

As your current F1 visa status is terminated you will want to pursue reinstatement immediately.

Please contact this office if need assistance with your application for reinstatement.

Thank you,
Advisor - International Student Services

Termination if student has Changed Status.
Notation in the SEVIS record REMARKS section: Approval of H1B Visa valid from 10/01/2009.
Email sent to Student as example below:
Hello,
Due to your change of status from F1 to H1B Visa your records at UNK have been updated to reflect this change. Your SEVIS record is terminated with the notation of Change of Status Approved.

In your email messages you sound happy and excited about your current job. We wish you the most success as you continue on your journey and are proud of your accomplishments upon receiving your UNK degree.

Please contact this office if you need assistance in the future. Thank you,
Advisor, International Student Services

EARLY WARNING REFERRAL LETTERS
The Immigration Coordinator will receive a copy of email letter sent to student from Academic Advising.
1. Student is sent email message to inform about immigration regulations, FT enrollment, & satisfactory progress.
   a. #1 Email message Subject: Academic Success at UNK
      Hello,
      This office was advised that you received an Early Warning Referral notice this month. We know that this must be difficult for you. The message you received from the Academic and Career Service Office. They has some good suggestions for you on help that is available here on the campus. Please take advantage of the help as no one wants you to feel this type of discomfort. Your immigration status requires that you make satisfactory progress in your studies. In no way is this one Referral a problem for your status now but if you don't get the required help and continue to have difficulties it is possible that it can affect your status in the future.
In your home country it may not be considered strong to ask for help but in the USA it is perfectly OK and respected in many ways. Attached to this email message is an additional information sheet regarding help that is available on the campus to help you through this difficult situation. If our office can help you in anyway, don’t hesitate to contact us. Good Luck.

2. Student is sent second email message to meet and discuss how ISS Office can help.
   a. #2 Email message (one-on-one meeting) Subject: Let’s Meet! Academic Success at UNK
   Hello, This office notified you that we were aware of the Early Warning Referral letter that was issued to this semester. You can do it! Please come and talk with us about this matter. You can raise your grade! Go to class! Please send me an email immediately with your available time and when you can meet.

   Thank you, Advisor, International Student Services

(BELOW SIGNATURE INSERT THE FOLLOWING)
Remember for your immigration status:
If you drop below full time, 12 credit hours, your F1 visa will be out of status.

IF you drop a class, you MUST remain at 12 credit hours to keep your F1/J1 Visa Status, which may require you to add a class immediately. "The F-1/J-1 visa status clearly states that students must be making satisfactory progress in their degree seeking program to maintain status".

ACADEMIC PROBATION ADVISING
The International Student Services Coordinator will receive a list of students placed on Academic Probation from the Academic Advising office.
1. Coordinator will send email message to inform about immigration regulations, FT enrollment, & satisfactory progress.
   a. Email message Subject: Academic Success at UNK
   Hello,
   This office has been notified by the Academic Advising Office of the Academic Probation that was issued to you in May 2040. How are your studies going this semester? Use the resources that are available to you on campus! There is a free Tutoring service at the UNK Academic Success Office, http://www.unk.edu/academics/academicsuccess.aspx?id=1809. Did you know that you can get free help with your report, essay, term paper, final paper, etc, at the UNK Writing Center? Go to the Library and ask! http://www.unk.edu/academics/writingcenter.aspx?id=873 .

   To maintain your F1 visa status students must be making satisfactory progress in their degree program. Remember that IF your Academic Probation continues and worsens to the level of Academic Suspension you will not be able to enroll in classes at UNK and will be out of F1 status and you will have only 15 days to leave the United States.

   If you need assistance to determine what issues you are having in class and what your options are, contact the DSO at the International Student Services Office.
ACADEMIC SUSPENSION ADVISING:
Coordinator will send email message to inform student of regulations and options as listed below with URGENT and SPECIAL PRIORITY sending status:

If placed on probation or suspended from UNK F-1 and J-1 students need to understand how the probation or suspension affects their Immigration Status. Probation puts the student in danger of violation of the student status but can be reversed while Suspension ends the student status and the school must terminate the student's SEVIS record and the student is required to leave immediately.

Students with extremely poor records in a term will be placed on academic probation; conditions for the probation are specified in the correspondence provided to the student. If the student fails to meet the requirements to maintain enrollment and make satisfactory progress they will be suspended for anywhere from one semester to a full academic year. Note: According USCIS Regulations "academic probation or suspension are not acceptable reasons for program extension" [8 C.F.R. § 214.2(f)(7)(iii)] And so, a student that has been placed on academic probation who is not able to complete his or her program by the program completion date, is not eligible for an extension of stay, unless other "compelling academic or medical reasons" exist to support the extension request. Any international student who is placed on probation or is suspended should immediately contact the International Students Service Office in Welch Hall to discuss any options available.

University Administration will notify the International Student Service Office of all F-1 and J-1 Student probations and/or suspensions and the dates for any appeal process. In the case of Suspension once all appeal processes have been exhausted this office will be notified and document the final outcome of your case. The International Student Service Office is required by law to terminate the student SEVIS record within 21 days of the final Suspension decisions. In the case of Suspension students will not get a "grace period" to depart; they must depart immediately or as quickly as possible. International Students in F-1 or J-1 status are not allowed to remain in the United States while suspended from the University. Once the Academic Suspension notification has gone to USCIS through the SEVIS System the student visa will be revoked. If the student attempts to stay in the US after notification a student will make the situation worse because that will result in overstaying a revoked visa, the student then become a deportable illegal alien, and can be barred from reentry to the US for up to 5 years.

OPTIONS AVAILABLE IF PLACED ON PROBATION

Talk to the Professor and the International Student Service Office IMMEDIATELY. There are many offices and special help on the UNK Campus who are here to work with you and help you succeed.

OPTION AVAILABLE IF SUSPENDED FROM UNK

In the situation where a student is suspended, the options are the following:

TRANSFER OUT TO ANOTHER SCHOOL

If you are able to get admitted into another US school within 21 days of the official day of suspension, the ISS Office will be able to transfer your SEVIS record out to the new school. This option allows you to continue to pursue your studies in the U.S. and maintain your F1/J1 visa status. However, it is important to realize that 21 days to apply and be admitted into another school is extremely difficult because of the short time frame for processing an application. It is also important to keep in mind that some schools will not admit students who have been suspended.
Having a terminated record in the SEVIS system can affect you in the future when you apply for U.S. visa or at the port of entry when the officer sees the termination event.

**International Student Scholarships**

Students must engage in full time classes making satisfactory progress in order to be eligible for scholarship.

Exception: Co-enrollment at CCC: Effective 01/2012: Student must take more than half of their hours at UNK

Director Kenny approves payment of ISS Scholarship’s usually in the way of a tuition waiver after the application period and the Scholarship committee has made the recommendation and verified eligibility

Application Procedures:

- International Student Scholarships are awarded to students who are admitted as international students. Typically a student will have to accumulate a minimum of 24 undergraduate or 18 graduate UNK credit hours before becoming eligible to submit a scholarship application. Students are no longer eligible for scholarships after completing 125 undergraduate or 30 graduate UNK credit hours. The minimal cumulative grade point average for consideration is 2.8.

- Applications for scholarships should be submitted to the UNK Office of International Student Services, located in Welch Hall, by March 1st.

- A committee that is responsible for final award decisions based on available funds will review all applications.

- Selection for the scholarship will be primarily based on academic performance of the applicant. However, participation in campus and community activities will be a secondary factor.

- Scholarships are awarded for one academic year, but are renewable under terms and conditions outlined in the scholarship offer. Students will be notified if they have failed to meet the renewal criteria. Students will not be notified if their scholarship is renewed.

- If an International Student Scholarship recipient receives another tuition waiver from the University or an outside agency, the amount of the International Student Scholarship grant will be reduced so the student’s total tuition costs are not exceeded by the combination.

- International Student Scholarship awards are based on full-time enrollment. Enrollment status is verified on the last day of drop and adds. The International Student Scholarship award will be cancelled if the student is not full-time on the last day of drop and add.

- Applications for International Student Scholarships are available after February 1 in the Office of Financial Aid in the Memorial Student Affairs Building, or the Office of International Student Services in Welch Hall. You may access the application and Allocation Criteria at the link below. The application requests that students write a short essay (one page), which covers the following information:

  - Grade level
  - Major
  - Country of Origin
  - Professional goals after completing your degree at UNK
  - Description of your involvement in campus and community activities.

**UNK CAMPUS & ISSUES WITH INTERNATIONAL STUDENTS**

International Student Services staff has found the following item is possible during a given semester. The resolution/process is listed as to the disposition of the issue.
Saudi Arabian Scholarship program. Students receive a copy of the Financial Guarantee from the Royal Embassy of Saudi Arabia and submit it to ISS. Staff should review the document, make a copy for the student file and either scan or mail a second copy to Jolene Berg in the UNK Student Accounts Office.
Appendix 11
Current F-1 Immigration Documents

http://www.unk.edu/international/iss/current/Current_F-1__Immigration_Documents/

International Support Services

Current F-1 Immigration Documents

Current immigration documents consist of the passport, the visa page inside the passport, the I-94 card and the SEVIS I-20. Keep these documents together and in a safe place. At the same time, these documents must be accessible. You will need these documents when filing any type of application with INS/USCIS, applying for Social Security number, opening a bank account, obtaining a driver's license, or traveling. Remember that you should carry your documents for domestic as well as international travel. When traveling in the Kearney area a copy of the documents is recommended to keep from loss. In the event you would be stopped by law enforcement for any reason, you need to be able to produce these documents.

Copies of all these documents are on file at the ISS office.
- Passport
- Visa
- I-94
- SEVIS I-20

Any time you are issued new documents by an immigration office, you should bring them to the office so that your ISS file as well as the SEVIS system can be updated.

Passport
Your passport cannot expire or you are out of status. You can renew your passport while here in the U.S. Contact your country's embassy to find out about the procedure and cost. Start your passport renewal process at least six months prior to expiration. Here are links to locate your embassy:
Foreign Embassies in Washington DC
Directory & Search Engine Of The World's Embassies & Consulates

Visa
Your entry visa is issued by a United States Consulate abroad ONLY and affixed into your passport. The only purpose of an entry visa is to apply for admission to the United States at the port of entry. Your visa can expire while you are in the United States. You will need to renew it only for re-entry to the U.S. after you have traveled abroad. Check with the U.S. Embassy or Consul in your country about procedures and appointments. Many embassies are scheduling appointments, so investigate visa renewal procedures before you make your travel arrangements.
United States Embassies and Consulates Worldwide

You can also check on a visa renewal as a "third country national," (TCN), which means getting your visa renewed in Canada or Mexico rather than your home country. Here are two links for information about obtaining a third country visa: Immigration News Flash and U.S. Bureau of Consular Affairs

I-94 Card
This small white card is a record of your legal entry into the U.S. and immigration status. You complete it on a flight to the U.S. or at a border crossing, and it is then processed at a port of entry. An immigration inspector usually staples it into your passport. Form I-94 notes name, date of birth, country of citizenship, and the date and port of your arrival in the U.S. It also indicates how long you...
can stay in the USA. The notation D/S signifies "duration of status" and refers to the completion date on the I-20 or the completion date of your studies whichever comes first.

Make sure you do not lose the I-94 arrival and departure card! If you lose your card or it is destroy, you need to apply for a new one as soon as possible. Download the application for I-102 on the INS/USCIS website and bring it to the ISS office for processing. The fee for I-94 Application for Replacement is $320.00 and can take up to 90 days for replacement to arrive.

What should I do with the I-94/I-94W from my last visit to the United States?
If you failed to turn in your I-94 card, please send it, along with documentation that proves you left the USA to:
DHA - CBP SBU
1084 South Laurel Road
London, KY 40744

DO NOT mail your Form I-94 Departure Record or supporting information to any U.S. Consulate or Embassy, to any other CBP Office in the United States, or to any address other than the one above. Only at this location are they able to make necessary corrections to CBP records to prevent inconvenience to you in the future. The London, Kentucky office does not answer correspondence, so please do not ask for confirmation that your record has been updated.

To validate departure, CBP will consider a variety of information, including but not limited to:
- Original boarding passes you used to depart another country, such as Canada, if you flew home from there;
- Photocopies of entry or departure stamps in your passport indicating entry to another country after you departed the US (you should copy all passport pages that are not completely blank, and include the biographical page containing your photograph); and
- Photocopies of other supporting evidence, such as:
  - Dated pay slips or vouchers from your employer to indicate you worked in another country after you departed the US
  - Dated bank records showing transactions to indicate you were in another country after you left the US
  - School records showing attendance at a school outside the United States to indicate you were in another country after you left the US
  - Dated credit card receipts, showing your name, but, the credit card number deleted, for purchases made after you left the US to indicate you were in another country after leaving the US

To assist USCIS in understanding the situation and correct records quickly, please include an explanation letter in English. Your statement will not be acceptable without supporting evidence such as noted above. You must mail legible copies or original materials where possible. If you send original materials, you should retain a copy. CBP cannot return original materials after processing.

We strongly urge you to keep a copy of what you send to DHS-CBP and carry it with you the next time you come to the United States in case the CBP Officer has any questions about your eligibility to enter. Carrying those materials with you will also allow your record to be corrected at the time of entry if, for some reason, the London, Kentucky office has not yet done so.

If taking short trips (30 days or less) to Canada, Mexico, or the Caribbean Islands during the course of your visit to the U.S., hold onto your I-94 or I-94 (W): it should only be turned in when you leave the U.S. to return home.

SEVIS I - 20
This is the document issued by a school through the Internet SEVIS system for presentation at a U.S. consulate abroad to apply for and F-1 Student visa. It must also be presented to an immigration official
Upon entry into the U.S., those in F-1 status must carry either an initial or recertified I-20 or financial documentation if they intend to return to the U.S. to continue their studies or practical training. The I-20 and its corresponding electronic updates in SEVIS are a permanent record of one’s activities as a student in the U.S. It is your responsibility to keep all I-20’s issued to you throughout your student status, no matter how long you stay in the U.S. or how many times you travel abroad. The initial I-20 used when you enter the country and stamped by the DHS is a very important immigration document. Make a copy of both sides to keep with your records. If you were not issued an I-20, or if you lose it, please come to the International Student Services Office. Under most circumstances, we can provide you with a replacement form within five working days.

**When I need a New I-20?**
The International Student Services (ISS) will enter students into SEVIS when changes to their current I-20 need to be made. This would include:

- Change of major
- Change of level
- Program extension
- Work authorization

Your SEVIS I-20 cannot expire or you are out of status (check the program end date under #5.) If you are not going to complete your program within the time stated on the I-20, come to the ISS office at least 3 months prior to expiration and request an extension. If you change your program of study, you must change your information on the MyBlue and have a new SEVIS I-20 issued from the ISS office.

Anytime you plan to exit and re-enter the U.S., you need a current travel signature on page 3 of your SEVIS I-20. Travel signatures are valid for 5 months after the date issued. Only Designated Signing Officers (DSOs) can endorse an I-20 for reentry. Travel signatures need to be obtained from the Designated School Official (DSO) in Welch Hall in advance of your travel. DO NOT wait until the last week of the semester for an endorsement.
Appendix 12
Legal Responsibilities and Maintaining Status

The visa type listed on the immigration document I-94 card given upon entering the U.S. determines your immigration status classification. Most international students with F-1 or J-1 visas have Duration of Status (D/S), which means that you may remain in the U.S. while following the program of study within the dates indicated on your I-20 or DS-2019.

To remain "in status," students are responsible for knowing and following these requirements:

1. The Office of International Student Services is required to have current copies of a student’s passport, visa, I-94 card and I-20 or DS-2019 on file at all times. Students must bring them in to Welch Hall to be photocopied. New student must check in upon arrival at UNK and continuing students must check in during the Fall and Spring Semester EACH YEAR.
2. Students must report all changes of local or permanent country address to the ISS within 10 days after a change occurs.
3. Students must carry a full course load during both Fall and Spring semesters. Full-time is 12 credits for undergraduates and 9 credits for graduates. Students do not have to be enrolled during the summer sessions unless the summer session is your first session since arrival to the USA. Limited exceptions are possible for any under enrollment. Any exception to full-time study must be approved in advance by a DSO in the ISS Office at Welch Hall.
4. Apply for an extension of stay if you are not able to complete your degree by the date specified on your I-20/DS-2019. This must be done before the date indicated.
5. Do not accept any off-campus employment! Eligibility to off campus employment is VERY LIMITED! Employment on campus can be 20 hours per week while school is in session and full-time (40 hrs) during breaks.
6. Before traveling outside the U.S.A, a DSO/RO should sign your I-20/DS-2109. A re-entry signature should be done once each semester to ensure status even though the document says it is valid for 12 months.
7. Your passport must be valid at all times while you are in the U.S.A. and should be valid 6 months into the future upon entry into the U.S.
8. The visa is an entry document, students with duration of status (D/S) may legally remain in the U.S.A. even if the visa has expired, as long as they are attending the institution listed on their I-20/ DS-2019, the completion date of the I-20/DS-2019 has not been reached, and are maintaining student status. If you need to apply for a new visa because yours has expired, check with the ISS Office before leaving the country. Visas can only be obtained at the US Consulate in your home country!
9. Maintain adequate health insurance covering treatment by physicians and hospitals in the U.S.A. by enrolling in the UNK Student Assurance Plan or by providing proof each semester of personal insurance coverage to verify that it meets the MINIMUM requirements.
10. Depart the U.S. within 60 days of completing an F-1 program of study or within 30 days for J visas holders.
11. Keep all immigration documents (I-20, DS-2019, Passport, I-94 card) in a secure place. Students should notify the Office of International Student Services in Welch Hall if any of these documents are lost or stolen.
12. Students are required to maintain academic success in a timely manner; at UNK that means maintaining a GPA of 2.0. If you have difficulties with your studies, contact the ISS Office in Welch Hall right away so we can recommend help for you. If placed on probation or suspended from UNK you will be required to depart the USA.

13. As an F-1 or J-1 student, you must obtain a new I-20/DS-2019 each time you change your major or change academic level of study (i.e., Bachelor's to Master's).

14. If you are experiencing status problems please see an International Advisor in Welch Hall immediately! For example, in the future you could be prevented from re-entering the U.S. for up to ten years, depending on the length of your status violation. If you remain out of status for more than 360 days, you may not re-enter the U.S. for ten years. Registering full-time in the next semester or stopping the unauthorized work does not put you back in status. There are steps you must take with U.S.C.I.S. to recover your status, but the sooner you begin, the better your chances for approval.

15. Students proved to a visa official that you or your family had funds to support yourself during your stay at UNK during your visa interview. Students are responsible for knowing their government’s requirements for foreign currency exchange permission and for requesting and submitting appropriate documents which are required for the transfer of funds from their country to the USA. Failure to pay UNK costs when due will result in your suspension and you will be automatically out of status and be required to return to your home country.

16. Do not throw away old immigration or tax documents. Maintain a file of important documents and photo copies of documents as a matter of permanent record. You may visit the ISS Office if you need advice about what documents you need to keep, and what you might be able to throw away.

*Immigration authorities consider unauthorized employment to be a serious violation and a deportable offense.*

*Students should always direct questions regarding immigration issues to a DSO/RO in the ISS Office. Friends would not give you false information intentionally but each student is different and visa status can vary. Although the ISS staff is available to assist you in maintaining your lawful status, the final responsibility belongs to YOU, the student.*
Appendix 13
General Obligations of J-1 Sponsors [22 CFR 62.9]

All sponsors designated by the Department of State are required to:
• Provide adequate staffing and support services to administer their exchange visitor program;
• Ensure that all employees, officers, agents, and third parties involved in the administration of the exchange program are adequately qualified appropriately trained and comply with the Exchange Visitor Program regulations;
• Adhere to the Exchange Visitor Program regulations;
• Maintain the same legal status they held when initially designated to operate an exchange visitor program. If a sponsor’s legal status changes, they are required to submit a new or amended designation application in SEVIS and forward supporting documentation to the Department, as appropriate (e.g., partnership to corporation, non-profit to for-profit, change in ownership or control, loss of licensure or accreditation);
• Represent themselves appropriately to the public and to prospective exchange visitors, inform all participants as to the full nature of their exchange visitor program through informational materials that explain the activities, costs, conditions, restrictions, etc.;
• Provide accurate and complete information, to the extent lawfully permitted, to the Department of State regarding their exchange visitor program and exchange visitors;
• Maintain, at all times, the capability of meeting the financial obligations and responsibilities of administering a successful exchange visitor program;
• Remain in compliance with all local, state, federal and professional requirements necessary to administer the exchange visitor program for which they were designated, including, if applicable, accreditation and licensure;
• Refrain from using the Department of State program number assigned at the time of designation on advertising and/or publications for public circulation;
• Refrain from declaring that any program the sponsor operates is endorsed, sponsored or supported by the Department of State; however, sponsors may state that they are designated by the Department as the sponsor of an exchange visitor program.

Program Administration [22 CFR 62.10]
Selection of participants—Sponsors must ensure that a logical and equitable system is in place for selecting participants for their exchange visitor program. Sponsors must ensure:
• The program is well suited to the exchange visitor’s background, education, needs, experience or training—will the program objectives be met?
• If applicable, admission to an educational program (secondary school student or college/university student)—has the exchange visitor met all requirements for enrollment into the program?
• Proficiency in the English language—does the exchange visitor possess adequate English language skills to enable him/her to successfully participate in the program and function independently in the community?

Pre-arrival information—All participants must be given information that will assist them in preparing for their stay in the United States. The following information must be provided:
• The purpose of the Exchange Visitor Program;
• Information on the two-year home residency requirement (Section 212(e) of the Immigration and Nationality Act);
• Travel information, to help the exchange visitor know what documents to carry when he/she travels, and what to expect at the U.S. port of entry;

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• Arrival information to help the exchange visitor know what to do and where to go upon arrival in the United States, including contact information for the sponsor (RO/ARO) and other points of contact;
• Housing—Unless housing is provided, an explanation of housing options in the community, with approximate costs;
• Fees payable to the sponsor and fees likely to be incurred by a participant—An explanation of all fees and costs the exchange visitor may be required to pay, including the SEVIS and visa fees;
• Living expense estimate—A breakdown of the costs of housing, transportation, food, supplies, and miscellaneous expenses so the exchange visitor will know what to expect;
• Health care and health insurance policy information, including detailed information on the mandatory requirement that all exchange visitors (and any dependents) hold health insurance (refer to 22 CFR 62.14 for more information);
• Other information, such as sponsor contact information and other information that will assist the exchange visitors in their preparations.

Orientation—All exchange visitors and any accompanying family members (spouse and/or unmarried, minor children) must be provided information to assist them in settling into the local community. Orientation must include, but is not limited to:
• Life and customs in the United States;
• Local community resources (e.g., public transportation, medical centers, schools, libraries, recreation centers and banks);
• Available health care, emergency assistance;
• Insurance plans that meet the requirements of the Exchange Visitor Program (J-Visa), including medical evacuation and repatriation;
• A description of the program in which the exchange visitor is participating;
• Rules that the exchange visitor is expected to follow under the sponsor’s program;
• Address of the sponsor and the name and telephone number of the RO/ARO;
• Address and telephone number of the Office of Exchange Coordination and Designation, Bureau of Educational and Cultural Affairs, Department of State;
• A copy of the Exchange Visitor Program Welcome Brochure (available on our website, http://exchanges.state.gov/education/jexchanges/)

Certificate of Eligibility for Exchange Visitor (J-1) Status (Form DS-2019)—Sponsors must ensure that only the RO/AROs issue Forms DS-2019 and have access to SEVIS. NOTE: Sponsors for whom ROs or AROs have been found to have shared with anyone, either on a transitory or permanent basis, their SEVIS logon IDs and passwords, will be subject to sanctions as set forth in 22 CFR 62.50.

Monitoring exchange visitors—Sponsors must take responsibility for their exchange visitors and monitor their progress and welfare, ensuring that they arrive at their destination and engage in the activity listed on their Forms DS-2019. It is the DoS-designated sponsor, not any agents or third parties providing services, that holds ultimate responsibility for their exchange visitor program and the exchange visitors whom they sponsor.

• SEVIS: Sponsors must ensure that the information contained in the Student and Exchange Visitor Information System (SEVIS) is accurate and current. SEVIS records biographic and program information about each exchange visitor, the exchange visitor’s actual and current U.S. address (local residence) (“Current U.S. Address” fields in SEVIS) and physical location where the activity is to be performed (“Site of Activity” fields in SEVIS). NOTE: Sponsors shall report a Post Office Box address in those limited circumstances where mail cannot be delivered to
the actual and current U.S. address and, in addition, shall maintain a record of the 
actual and current address, e.g., dorm, building and room number, for the exchange 
visitor.

• The sponsor must require the exchange visitor to report any changes of address within 
10 days of a move, and the RO/ARO must update SEVIS within 21 days of being 
notified by the exchange visitor. A sponsor's failure to update the actual and current U.S. address information with 21 days may be grounds for revocation of their 
Exchange Visitor Program status. NOTE: Sponsors with exchange visitor programs of short duration (less than 30 days) must carefully monitor these exchange visitors, validating their SEVIS records immediately to ensure that SEVIS will reflect Active status (instead of No Show or Invalid) and will go into Inactive status upon program completion;

Though not a regulatory requirement, sponsors should have a plan in place for contacting and providing safety information to exchange visitor participants and their dependents in the event of a natural disaster or national emergency. Sponsors should enter into SEVIS the foreign address of potential exchange visitors waiting to enter the United States so that they may also be contacted in the event of a natural or manmade disaster. Inquiries and investigations—sponsors must cooperate with any inquiry or investigation undertaken by DoS, consulting with legal counsel if needed. The Department of State has the right to request information, reports, documents, books, files, and other records related to their exchange visitor program. [22 CFR 62.10(f)]

Retention of records—sponsors must retain all records related to their exchange visitors (and dependents, if any) for a minimum of three years following the completion of the exchange visitor's (J-1) program. [22 CFR 62.10(h)]

Duties of Responsible Officers [22 CFR 62.11]

Responsible officers (RO) are responsible for the training and supervision of the alternate responsible officer(s) (AROs). All ROs and AROs must:

1. Be thoroughly familiar with the Exchange Visitor Program regulations and policies;
2. Ensure that the SEVIS sponsor information is updated to reflect any changes in address, telephone numbers, fax numbers, email addresses, and names of new RO and ARO(s) before the official leaves;
3. Validate in SEVIS the arrival and participation of each exchange visitor in their program activity as soon as possible but within thirty days of the program start date, updating the current U.S. address of each participant. NOTE: Sponsors with exchange visitor programs of short duration (less than 30 days) must carefully monitor these exchange visitors, validating their SEVIS records immediately to ensure that SEVIS will reflect Active status (instead of No Show or Invalid) and that the record will go into Inactive status upon program completion;
4. Require and verify that all exchange visitors have health/accident insurance in place for themselves, their spouse, and any dependents. [See 22 CFR 62.14.]

Control of Forms DS-2019 [22 CFR 62.12]

Responsible officers (ROs) and alternate responsible officers (AROs) must ensure that Forms DS-2019 are issued responsibly. As stated in the Regulations, “The responsible officers and alternate responsible officers shall act as custodian for the control, issuance, and distribution of Forms DS-2019...” [22 CFR 62.11(d)]. Forms DS-2019 may only be completed, printed, signed and issued by an RO or ARO who is physically present in the United States or a U.S. territory at the time of the Form's production [22 CFR 62.7(a)], and they may only be sent to the exchange visitor “either directly or via an employee, officer, or agent of the sponsor, or to an individual designated by the exchange visitor” [22 CFR 62.12(d)].
The “program start date” entered in SEVIS and printed on the Form DS-2019 must be the actual start date of the exchange visitor’s program. Forms DS-2019 must be signed in blue ink to indicate an original document.

Allotments of Forms DS-2019 must be requested through SEVIS. The general rule on Form allotments is that the Department will release to the sponsor the same amount of Forms annually to maintain the current program size. If a sponsor wishes to increase the number of participants in their program, they must submit a written request, with justification for the growth in size.

Notification Requirements [22 CFR 62.13]
Changes of circumstance—Sponsors must promptly notify the Department in writing of any change in the composition of the organization or change in ownership, litigation involving the sponsor, change in contact information (telephone/fax number, address, etc.), or change in responsible officer or alternate officers. Several of these notification actions are handled in SEVIS (see Section 3, SEVIS, for additional information). Serious problem or controversy - Sponsors must promptly notify the Department of any unusual or exceptional incidents that may bring the Department or the sponsor’s exchange visitor program into notoriety or disrepute. Serious problems or controversies relating to exchange visitors that must be reported to the Department include, but are not limited to, serious accident or death, lawsuits, criminal action, actual or alleged sexual assault of minors, and the like. Program status of exchange visitor—Through SEVIS, sponsors must promptly notify the Department when an exchange visitor has withdrawn or completed a program 30 or more days prior to the program end date on the Form DS-2019, or has been terminated from the program.

Insurance [22 CFR 62.14]
Sponsors must require all exchange visitors and their accompanying family members (i.e., spouse and unmarried, minor children entering the United States on a J-2 visa) to have insurance in effect for the full duration of the program, beginning with the program start date and carrying through to the program end date listed on the Form DS-2019. [Sponsors are not precluded from offering insurance that covers the exchange participants and their families “portal-to-portal.”] Exchange visitors who willfully fail to maintain the required insurance shall be terminated from their program (see 22 CFR 62.40(4). - Sponsors may choose to provide mandatory health insurance to program participants, or establish procedures to track compliance with this requirement.

Annual Reports [22 CFR 62.15]
Sponsors must submit an annual report to the Department of State. Upon generation of the annual report via SEVIS, the report must be signed before being mailed to DoS. The due date for the annual report varies depending on the type of program—academic year, calendar year, or fiscal year—and is noted on the original designation letter and on subsequent letters of redesignation.

The schedules are as follows:
- **Academic year (July 1 – June 30):** due at DoS by July 31st
- **Fiscal year (Oct. 2 – Sept. 30):** due at DoS by October 31st
- **Calendar year (Jan. 1 – Dec. 31):** due at DoS by January 31st

The annual report is prepared in SEVIS (see Section 3, SEVIS, for details) and includes a statistical summary of Forms DS-2019 usage, a numerical count of exchange visitor participation, and a written evaluation of the program, including new initiatives, effectiveness, reciprocity, activities, cross-cultural programs, etc. If the written evaluation is longer than the space the SEVIS window allows, a separate document may be attached. Once printed, the annual report must be signed by the RO certifying compliance with insurance coverage covered in 22 CFR 62.14, and mailed to DoS. Several exchange visitor program
categories require the filing of additional reports in the administration of an exchange visitor program. For example, Secondary School Student sponsors must file Placement Reports twice annually, on August 31st and January 15th. See regulations specific to designated categories [Subpart B—Specific Program Provisions 22 CFR 62.20—62.32.]

**Employment [22 CFR 62.16]**

Exchange visitors may receive compensation by the sponsor (or designee) for employment when it is part of the exchange visitor's program activity. Some categories of exchange visitor (e.g., Secondary School Student and International Visitor) may not be employed on either a full- or part-time basis. Any exchange visitor who engages in unauthorized employment shall be deemed to be in violation of program status and is subject to program termination [22 CFR 62.40(b)].

The accompanying spouse and minor, unmarried children (J-2s) may apply for an “Employment Authorization Document” (EAD) with the Department of Homeland Security while in the United States. This authorization is not guaranteed. The J-2 spouse and/or dependents may not work until they receive an Employment Authorization Document (EAD) from U.S. Citizenship and Immigration Services. They may work part-time or full-time as long as their EAD is valid. Work permission is typically granted for a period of one year (or to the end of the J-1’s program, whichever is less.)
Appendix 14
On-Line Forms and Procedures

ONLINE Forms and Procedures

Requests for the below services must be submitted a minimum of 3 days before needed to allow processing time.

F-1 and J-1 Student Forms
- Financial Affidavit
- Credit Card Authorization
- Transfer In Form from US University
- Arrival Form provides information for ISS Office to deliver NEW students from Airport to UNK Campus
- Pre-Enrollment Health Requirement Form Must be submitted by all students before they can register for classes

International Student Information Form - New Student Information for ISS Office used for mandatory SEVIS Compliance
International Student Information Form - Returning Student Information for ISS Office used for mandatory SEVIS Compliance each semester

Insurance Waiver if student wants to use Home Insurance copy of coverage must be approved at ISS by 14th day of class. NO EXCEPTIONS

Social Security Application Procedure AND Social Security Application Form Requires DSO Signature & Letter. Must obtain on-campus job first

Extension of Stay Request Requires Academic Advisor signature and DSO signature to result in New I-20/DS-2019

Reduced Course Load Authorization Requires Academic Advisor Recommendation and DSO signature (Requirement for UG 12hrs, GD 9hrs)

Request for Letter of Invitation ISS will prepare letter to US Consulate to invite friends/family for a short visit.

Request for Verification of Enrollment ISS will prepare letter if student required to prove Enrollment, Driver's License, CCC Enrollment, etc

Change of Major Change of major must be verifiable in UNK System. New I-20/DS-2019 will be prepared

Document Request Form Request for copy of document from ISS student file. Allow one week for processing

Application for International Scholarship AVAILABLE BEGINNING February 1 DUE the final day of February

Departure Notification Submit upon leaving UNK. NOT for vacation periods used for permanent departure.
F-1 Student Forms
I-20 Application  F-1 visa holders only used for change of major or dependent family (wife & children) requires DSO signature & new I-20
DS-2019 Request  / DS-2019 Request ONLINE  J-1 visa holders only
CPT Instructions used for REQUIRED F-1 visa Internships – approved by ISS Office at request of Academic Advisor
OPT Instructions and OPT Report Form  1-20
SEH Instructions  F-1 Severe Economic Hardship request – must be approved by USCIS and takes 2-4 months – hard to obtain
Leave of Absence Awareness and Information Form  If F-1 student is going to be away from studies for a semester
Reinstatement to F-1 Student Status Instructions  If student falls out of status request must be sent to USCIS

J-1 Student Forms
DS-2019 Request  / DS-2019 Request ONLINE

Government Forms and Procedures for Students --- DO NOT SUBMIT ON-LINE or WITHOUT DSO SIGNATURE
I-539 Instructions and I-539 Form  Used for F-1 student change of status or reinstatement.
I-765 Instructions and I-765 Form  Used for F-1 Employment Authorization for OPT & SHE. DO NOT SUBMIT ON LINE

For further assistance with any immigration process/question go to:
WELCH HALL
DSO/RO (UNK Designated School Official) for US Immigration are located ONLY at this UNK location
ISS is short for International Student Service Office / Email: intnlserv@unk.edu /
Phone: 865-8953

The ISS Office in Welch Hall is equipped with a Computer Lab and is your “home away from home”  Advisors are here to help you with any need you may have during your time at UNK
Appendix 15
Terminated Student File Project

TERMINATED STUDENT FILE PROJECT:
Project is to clean terminated student files for permanent storage.

Attention

PLEASE: Ask if you are not sure of what to do

- All Social Security cards and or copy of cards should be shredded.
- All Social Security numbers on Forms should be blackened out with a permanent marker.
- Duplicate documents should be disposed of in appropriate manner (Shred)
- All Original documents should be maintained

ORDER
- All documents in files should be:
  - Chronological date order with the oldest beginning in the back and bring information forward.
  - SAVE ALL ORIGINAL DOCUMENTS
  - If tag is coming off – tape on
  - Enter student information to tracking Worksheet

SAVE
Original UNK Application – Original Documents such as TOEFL Score

Original Immigration Documents (Forms) I-20 or DS-2019 previously IAP-66
The oldest files will have the old style forms and there may be “I-20 School copy”, and “I-20 ID (Student) copy” plus the office file copy. We need to maintain the original copies which are returned from Immigration with the official stamp, seals and etc. - Example

Copies of other immigration documents: I-515, I797C, EAD Cards -
Example included
Copies of I-94 card (front & back) -
Copy of Passport Identification Page -
Copy of Visa Page from Passport -

Original Arrival Check in document – may vary from year to year

Certificates of enrollment (signed copy)

Copy of original application filing of benefit such as: OPT – CPT – SHE – Reinstatement

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Copy of Under enrollment Documentation (RCL documents - letter from Dr/medical person etc )

Documentation in file regarding UNK disciplinary action, probation, suspension etc.

International Student Scholarship information

SEVIS SYSTEM EMAILS RELEVANT TO SINGLE STUDENT (such as Reinstatement, RFE(Request for Future Evidence) etc

SHRED

Duplicate Copies of Immigration Documents only exception is if there is not an original in the file

All informational emails or documents that are not official

All copies of Social Security cards (Black out Social Security # on any document that is maintained in file with blk marker)

Any copies of Credit Card information and checks (annotation can be made "pd by cc or check #"

NO ACCT numbers allowed in files)

REGISTRATION REFERENCE – Immigration Documents

Sample I-20 – Front Sample I-20 – Back

Sample DS-2019 Passport

Sample
Sample Visa

Issuing Post Name: The U.S. embassy/consulate that issued the visa.
Surname: Same as last name in U.S. or family name
Given Name: Same as first name in U.S.
Passport Number: Visa holder's passport number
Entries: M or S. If it is 'M', you can enter United States multiple times until the expiration date of visa. If it is 'S', you can enter the United States only a single time until the expiration date of visa.
Annotation: Any notes that consulate would like to put such as employer name, petitioner name, any restrictions, special circumstances etc.
Control Number: Control number used to track the visas.
Visa Type/Class: Type of non-immigrant visa.
Sex: M/F. (For Male/Female)
Birth Date: Date of birth of the visa holder
Nationality: Visa holder's country of citizenship
Issue Date: The date (in DD/MM/YYYY format) when visa was issued.
Expiration Date: The date (in DD/MM/YYYY format) until which the visa holder can apply for entry into the United States. Actual duration of stay in the U.S. is determined at the port of entry as per the date stamped in the I-94 form.
Number in red color: Visa number.
Stars below photograph: Sometimes there are no stars under the photograph, sometimes 1 star, sometimes 2 stars. Exact purpose of stars is unknown. It certainly does not correspond to the number of times the person applied for a visa.
Information at bottom: Computer generated and machine readable information about the visa that the visa holder does not have to generally worry about.

I-94 Card Front
As the name suggests, employment authorization card (EAD) authorizes the person to work in the United States. It is also known as form I-766.

Name: Name of the cardholder who is authorized employment. Last Name, First Name Middle Name
A#: Alien number. Anyone who is authorized to work in the U.S. will have an A number. Eventually, this may be the same A# number that would appear in the permanent resident card (green card).
Birthdate: Birth date of the person.
Category: Category under which the eligible person received this EAD.
Sex: Gender of the person, M/F (Male/Female).
Country of Birth: Country where the person was born. It may be different from the country of citizenship.
Terms and Conditions: If there are any restrictions, terms, conditions, they would be mentioned here.

It mentions that 'NOT VALID FOR REENTRY INTO US'. In order to reenter in the U.S., you will need to have either a valid non-expired non-immigrant visa or advance parole.

Card Valid From: MM/DD/YYYY Expires: MM/DD/YYYY
Appendix 16
Student Visit Bar Graphs

Office of International Education Walk-ins Data

- Total Number of student visit
- Name of Employee

Total Number of Students 39
October 2011

Office of International Education Walk-ins Data

- Total Number of Student Visit
- Name of employee

Total Number of Students 68
November 2011
Office of International Education Walk-ins

Data

- Number of Student Visit
- Name of Employees

Total Number of Students: 135
February 2012

Office of International Education Walk-ins

Data

March 2012
Total Students: 109
Office of International Education Walk-ins Data

APRIL 2012
Total Number of Students: 167

MAY 2012
Total Number of Student: 109
Office of International Education Walk-ins Data

- **June 2012**
  - Total Number of Students: 65

- **July 2012**
  - Total Number of Students: 95
Appendix 17a
International Admission Q&A

The University of Nebraska Kearney is a SEVIS (Student Exchange Visitor Information System) approved school by the United States Department of Homeland Security. Students require an F-1 or J-1 Status Student Visa.

Q. I usually use a nickname instead of my legal name. Is this okay?
A. According to US Immigration rules the name listed on the Admission and Documents (Form I-20 / DS-2019) must match the name on your official passport. We all want to know your nick name, so that we can address you as you like. However, you must always use your legal name when you are filling out an application, sending school transcripts and test scores.

Q. I am a dual citizen (a citizen of two countries, i.e. United States and S. Korea). Should I note both on my application form? Will it impact my chances of admission if I only list one and not both?
A. Students must disclose all countries that they hold citizenship with. This is important information! Citizenship has no impact on the chance of admission. It is, however, important to the issuance or non-issuance of required Immigration documents and a) the university tracks this information for records purposes and b) Citizenship affects the type of financial aid a student may qualify for.

Q. How and when do I receive my student visa from UNK?
A. The process begins AFTER a student is admitted to UNK. Admitted students will receive an email advising them of their admission. Immediately following, a Form I-20 (F-1) or DS-2019 (J-1) is prepared and sent to the student at the address provided on the Application for Admission AS LONG AS THE REQUIRED FINANCIAL VERIFICATION HAS BEEN RECEIVED! These will be sent by Federal Express along with the official Admission Letter and an Admission Packet. REVIEW each document the day you receive it very carefully and report any changes that might be needed. Students must then promptly access their country's U.S. Consulate website to make the required payment of fees (visa and SEVIS) and schedule an appointment to meet with the visa official to be issued their F-1 or J-1 student visa. This should be done as soon as you receive your documents. Waits are common: it is important that students get their visa AS SOON AS POSSIBLE. Students will not be allowed to enter the U.S. until 30 days prior to the start date noted on the I-20 or DS-2019.

Q. English was the medium of instruction at the school where I studied. Do I need to submit an English language proficiency exam result?
A. YES. If English is not the only official language in your country of citizenship; you must submit an English language proficiency exam regardless of the medium of instruction at your particular institution.

Q. Do I need to submit financial documents when I apply?
A. Financial documents are not part of the decision making process for admission to the University of Nebraska Kearney or the English Language Institute. However, submitting the required financial documents when you apply make the process of issuing the visa document (Form I-20 or Form DS-2019) quicker after you are admitted. If all verification documents are included in one packet to the admission office, time will be reduced to prepare the Immigration documents.

Q. How will I know if the information I am going to provide will be correct before the expense of mailing it to you?
A. Photocopies, faxes, and scanned copies cannot be accepted but can be submitted for this office to review and determine admissibility. Make certain your NAME and ID Number is on all pages. Documents may be emailed to intladmin@unk.edu. Remember … Another F-1 or J-1 student in the U.S. may not serve as your sponsor. ALL Documents submitted in native language must be accompanied with an official translation.

Q. What is required for the Application for Admission?
A. 1. A completed University of Nebraska Kearney online application is the first step: Requirement for admission

This is the link on How to apply:

Deadlines for Sessions:

Fall Semester begins in August and ends in December. The deadline is May 15
Spring Semester begins in January and ends in May. The deadline is October 15
*Summer Sessions begin in May and end in July.*(best serves students who are here for ELI) the deadline is February 15
NOTE: Application must be complete and accurate. Sections regarding proper name and address, nationality, visa status, and secondary (and post-secondary, if applicable) school experience are required. Sections that are left blank cause delays while we make contact with you

2. Payment of appropriate application fees. Requirement for admission
The non-refundable fee can be paid by a credit card (Visa or MasterCard) during the application process.
☐ UNK on-line application Fee ($45) ☐ Processing Fee ($40) * ☐ ELI Fee ($50) (if applicable)*
Payment of all fees must be accomplished before admission can be completed.
The quickest and most secure method of online payment is contained in the links below:

3. Records of academic progress. Requirement for admission
Official copies of your secondary (and post-secondary, if applicable) school records in the form of transcripts, predictive exam scores (if available), exam results certificates, and/or diplomas are required. Official school documents must be translated into English. Attested copies made by recognized officials or organizations will be accepted.

UNK recommends that international students whose first language is English or whose secondary school curriculum was taught in English provide an official SAT or ACT exam result from the agency if available. An SAT or ACT score report is not required if a TOEFL score report was submitted.

Q. Will you accept results of the Institutional TOEFL?
A. No! With one exception: if a special contract agreement between your institution and UNK exists the ITP score maybe used as a placement tool

Q. What English proficiency tests are accepted?
A. Official test scores for full-time undergraduate program admission to UNK:
✓ 1. TOEFL score of 500 or above - iBT score of 61 or above
✓ 2. IELTS score of 5.5 band or above
✓ 3. STEP EIKEN official test score of Grade 2A
Official test scores for full-time graduate program admission to UNK
✓ 1. TOEFL score of 550 or above - 2. Cbt score of 213

Applicants with no English proficiency score MUST be admitted to the English Language Institute
HISTORICALLY students require an average of 3 sessions of ELI to meet full degree seeking admission. The ELI Program top level is 500; applicants for Graduate Admission must increase score from 500-550.

Q. What about the Required Funds my family must show?
A. Annually the estimated cost of attendance is calculated and posted to the UNK Homepage website. See http://www.unk.edu
A completed Certificate of Finances. Required for Immigration Documents. A completed UNK Financial Affidavit form is required of all international applicants. Additionally, supporting financial documentation in the form of an original signed bank letter or an attested statement of support from other sources such as parents, other family members, school support or outside funds must be documented.

Q. Do you have special requirements for Health factor of International Students?
A. All UNK students have immunization requirements. International Students require additional documents to facilitate the removal of mandatory holds placed on the student account to allow for registration.

Health requirements must be competed to allow for UNK Enrollment upon arrival.

✓ Download the Pre-Enrollment Health Requirement Form, which must include results of a recent physical exam and all vaccinations.

- Students name must be included /documented in each report received from Home Country Physician.
- COPY of official vaccination records from home country showing 2 MMR (measles, mumps, rubella) vaccinations given after student’s first birthday.
- Official Documentation of a Tuberculin Skin Test (TST) done within 1 month of anticipated arrival at UNK. The TST must be translated to English and read in millimeters or induration (not just positive or negative). If the TST is reactive (positive), the student must have a chest x-ray done and submit the report, in English.

Insurance Requirement: All International Students must carry Health Insurance that meets the below minimum requirements.$50,000 Major Medical/ $10,000 Medical Evacuation and $7,500 Repatriation of Remains * Deductible Limit of $500

*The sum of money that must be paid by student before insurance company begins to pay
✓ Submit a copy of your current health insurance to intadmin@unk.edu for review prior to arrival.
✓ Student will be required to Purchase UNK basic health insurance unless an approved waiver can be executed upon arrival.
✓ UNK Insurance charges will be added to tuition and other fees on the UNK fee payment statement.

Q: Is UNK On campus housing guaranteed and what type of student housing do you have?
A: Housing is guaranteed as of the date of this document. Housing has always been available in the past for international students. Due to the fact that renovation of Halls may occur checking with the International Student Service Office will allow students to determine if housing is guaranteed.

IT IS IMPORTANT TO NOTE: All requests for housing are assigned on a first-come first served basis and include all UNK students; not just incoming international students. All full-time freshmen under the age of 19 on the first day of class in the fall semester are required to live in University housing for the duration of the academic year. The only exceptions to this requirement are if:

- The student lives with his or her parents (or legal guardian) and live within a 30-mile driving distance of UNK;
- The student is married or has a documented health condition which makes it impractical to meet the housing requirement;
- The student will be living in certain off-campus facilities which approximate the educational advantages of residence hall living and meet specified requirements.

For an exception: The Housing Exemption form can be obtained from the Office of Residence Life or download from the University’s website. The form needs to be returned to the Office of Residence Life with supporting documentation prior to the start of the semester. A housing contract is for the entire academic year (fall and spring semesters) or the portion which remains when a student contracts to enter the residence halls after the opening date.
Antelope Hall, Nester Complex: Offers trendy apartment style spaces with private bedrooms and a shared living space. Must be sophomore or above to qualify. The Antelope/ Nester Complex consist of two new housing units that are joined by a walk-through breezeway known as University View. Antelope Hall houses students in a mix of two and four person suites. Each suite includes a kitchenette with refrigerator, microwave and sink. Furnishings are provided. Each bedroom has a lofted bed. Each unit has individual air cooling and heating controls. Bedroom Size: 8' X 9' + Closet Living Room Size: 11' X 9' + Kitchen Air Conditioning: Yes

Conrad Hall: One of UNK’s smaller halls, Conrad Hall offers residents a tight-knit community and convenient location, right next door to the Nebraskan Student Union. The Office of Residence Life is located on the ground floor of this building. Conrad also offers a computer lab equipped with printers and high-speed internet, TV lounges, vending machines, and kitchens on the 2nd and 3rd floors that are available for student use. Room Size: 16' x 10' 6" Air Conditioned: No

Mantor Hall: This Community Style hall has four stories. The building is equipped with a grand lounge on the 1st floor, and a community kitchen. The rooms in Mantor are slightly larger. Mantor has a new elevator that connects the building to Randall Hall, which holds a game room for all residents of both Randall and Mantor Halls. Mantor Hall is one of the larger residence halls on campus. It is located in close proximity to the heart of campus. Room Size: approximately 17' x 11' - Air Conditioned: Yes

Randall Hall: Newly renovated in 2011 it has kitchens on each floor as well as remodeled bathrooms. Just like many buildings, Randall has a ground level lounge along with a game room, laundry facilities and computer lab. Room Size: 17' x 11' Air Conditioning: Yes

Martin Hall: This Community Style hall has the largest rooms on campus, and is known for its grand fireplace lounge. Martin rooms include a walk-in closet and a vanity area for each roommate. Other amenities include a basement game room, computer lab and centralized community kitchen off the main lounge located on first floor. Room Size: 17' x 10' 6" Air Conditioned: No

Men's Hall: This hall offers a wide variety of room sizes for one to three students. Men's offers' 1930's architecture with a fireplace lobby, and a community kitchen. The basement includes a game room and laundry facilities. Room Size: 14' x 12' 6" Air Conditioned: Yes

Centennial Towers East/West: Each building is seven stories tall. Centennial Towers East and Centennial Towers West offer a more traditional shared bedroom space with the convenience of a semi-private bath adjacent to your room and a equipped kitchen on the ground floor. Room Size: Approximately 18' x 11', with 8' high ceilings. Air Conditioned: Yes

Centennial Towers West: CTW is closed for the 2012-13 academic year for construction updates

Note: ALL HALLS ARE SUPPLIED WITH COMPUTER LABS & WIFI AND ON RESIDENCE STAFF TO ASSIST STUDENTS 24 HOURS A DAY

BREAK HOUSING:
- Antelope/Nester, CTE, Randall and Mantor will remain open during Winter Break for students already residing in those halls.
- All other residence halls will be closed during Winter Break when classes are not in session.
- During the Winter break period, food service is not provided.
- Unless permanently assigned to a break hall, break accommodations are NOT guaranteed. There is an additional charge per semester to occupy a break housing hall.
- NOTE: Begin the process of locating your upcoming break housing upon arrival! Ask to be put on a list when you arrive.

Q: Will I have a chance to do an internship or study abroad?
A: Possibly for Internship and YES for Study Abroad. Internship opportunities are available at UNK if the internship is a REQUIREMENT of all students program. In other words, IF all students at UNK must conduct an internship to get the degree as an integral part of the program it can be approved for International Students. UNK students may study abroad for one semester or for a full academic year but they may not study abroad in their own home country. Visit with a DSO at the International Student Service Office in Welch Hall after you arrive.

Q: My parents and/or I have applied for a green card (permanent resident status) and expect to receive soon. Do I still have to apply as an International student? A: YES! Until you actually receive your green card and a permanent resident number from the U.S. Immigration Service.

Photocopies, faxes, and scanned copies will NOT be accepted as required verification of application but they can be submitted to this office for review and to determine admissibility. Please make certain the student NAME and ID Number is on all pages. Documents may be emailed to intladmin@unk.edu. Remember ....

- Another F-1 or J-1 student in the U.S. A. may not serve as a financial sponsor.
- ALL Documents submitted in native language must be accompanied with an official English translation.
- J-1 Visa applicants must be financed directly or indirectly by: U.S. government, government of their home country, an international organization of which the USA is a member by treaty or statute, or supported substantially by funding from any source other than personal or family funds. If students cannot meet this criteria they must come as a F-1 Student.
Appendix 17b
International Student Services at Peer Institutions

**Minnesota State University Moorhead**
International Student Admissions is under the office of International Student Services. As staff they have a Director of International Student Services, an International Student Programming Coordinator, and an Office Manager. They also have 4 international Student Office Assistants. As of fall of 2011 MSUM had a total of 461 international students. They offer their international students In-state tuition from their freshmen year forward; they must comply with the requirements and 10 hours of volunteer work.

**Western Illinois University**
School of Distance Learning, International Studies, and Outreach. There is a separate unit for International Admissions, and this is under the Center for International Studies. Every unit has its secretary. The international admission’s unit has a staff of: Assistant Director of International Admissions, Admissions Representative, Admissions Coordinator, and Advisor for Immigration and Visas. Their international student advisor is under the Center for international Studies. They have approximately 400 International Students.

**University of Northern Iowa**
This university has two separate offices for International Student Services and International Admissions. The Office International Student Services is under the Office of International Programs; the Admissions Office is under the Office of Admissions, they separated three years ago.

International Student Services Office has the following staff: International Student Advisor, Secretary, and Program Assistant.

**University of Northern Colorado**
The Center for International Education and the Office of International Admissions are two separate offices. International Admissions are processed with the domestic admissions, and once the international students are on campus, the Center for international Education takes over. They provide advising, orientation, student activities, etc. Staff of CIE: Director, Study Abroad & Exchange Coordinator, International Advisor/SEVIS Officer, International Advisor, Office Coordinator/U.S. Passport Office Manager, and four graduate assistants for, Cross-Cultural Events, Study Abroad, International Student Services, and Study Abroad.

**Northern Michigan University**
Both the Office of International Programs and the Admissions Office do the processing for admitting international students. The admissions office does all the paper work and sends the admission letter to the international office, where they issue the I-20/ DS-2019. The Office of International Programs offers advising, they have one person that is in charge of the international student body, they also have student workers, and the secretary to aid international students.

**University of Central Missouri**
The International Center oversees International Admissions. They have their own staff for processing prospective students: “The International Center processes all international student applications, helps new international students settle into academic life in Warrensburg, provides intensive English instruction, counsels students about immigration issues, and advises UCM students who wish to study abroad.” This university has a more structured division between international admissions and International student services.

STAFF: Director of International Center, Fiscal Manage, Director of International Programs, Coordinator of Study Abroad, Director of International Admissions, Assistant Director, International Admissions, Admissions...
Coordinator, International Admissions, Director of International Student and Scholar Services, Coordinator of International Student and Scholar Services.

UW-Stevens Point

The International Students & Scholars Office assists international students to be productive and contributing members of the UWSP academic community while encouraging campus and community utilization of the vast cultural resource embodied in the university's international student population. To these ends, we strive for excellence in providing international students and visiting scholars with immigration services, intensive English as a second language instruction, advising, and campus & community programming.

Staff: Director, Summer Programs Coordinator, International Admissions Specialist.

Summary:

From the peer institutions studied, both systems were found. Some have two separate offices: one for International Student Services/International Education and one for International admissions as being part of the general admissions office. We also see collaboration between the two offices, where admissions process the application and grants admission, and the international office issues the immigration documentation.

Most of the peer reviewed institutions provide an international student advisor, as well as an immigration advisor under their international center or office. This office oversees the international student body and is a support for them.
Appendix 17c
International Student Handbook

This booklet will hopefully provide UNK International Students with information that may not be available from other traditional University sources. It should give you a view to how the rules and regulations work and also provide some helpful hints about life in the United States, in Kearney and at UNK. It is our hope that you will find your experience here at UNK both rewarding and enjoyable. Kearney and the surrounding area has much to offer and we encourage you to get involved and see as much as you can during your time at UNK. Some of your questions will hopefully be answered here but if you have any concerns or questions that are not addressed within this document, please contact:

International Student Services Office
Welch Hall – 2504 19th Ave
Kearney NE. 68849
TEL: 308 865-8946 Fax: 308 865-8160
E-MAIL: intladmin@unk.edu

REGISTRATION AND ACADEMIC LIFE

Upon acceptance to UNK you will correspond with the International Admission Office and the International Student Services Office to help you get to the UNK Campus. Upon your arrival to UNK during orientation week, you will be engaged in the required Immigration document review, registered in the SEVIS system and attend the required International Student Orientation.

English Language Institute (ELI) students must be enrolled full time; this may be a combination of ELI classes and regular UNK classes. According to US Immigration USCIS Regulations and F-1/J-1 Student visas Undergraduate students are required to take a minimum of 12 hours of classes each semester. Most students take an average of four or five classes 12-15 hours. Graduate students must take a minimum of nine 9 hours of graduate level courses according to US Immigration Regulations and F-1/J-1 student visa requirements.

There are very limited circumstances where International Student enrollment can be approved for less than the minimum hours USCIS requirements. Prior written authorization by the International Student Services Office must be obtained before an International Student drops below the full time minimum. FOR ANY REASON

Withdrawal
A student may withdraw from the university and all classes may do so via MyBlue through the mid-point of the class. The deadlines for withdrawal are the same as those for dropping a class. The effective date of the withdrawal is the date the classes are dropped on MyBlue. The deadline for withdrawal is the end of the 9th week of the Fall and Spring semesters for full-semester length classes. If the withdrawal occurs after the first week of the class in the Fall and Spring semesters or anytime during or after the first day of the term in Summer, students will receive a grade of "W" which indicates withdrawal and which will appear on the student’s transcript. Failure to pay does not in itself constitute withdrawal and failure to attend class does not constitute a drop from the class. A student may not withdraw from a course after the course has ended or after the semester/summer session in which the course was taken has ended. International Student must remember that according to their visa status they MUST remain enrolled Full Time. No matter who tell you it is ok to withdraw from a class go to Welch Hall and talk with a DSO; your immigration status can be lost if you don’t find out what other option you may have.

UNK EMAIL ACTIVATION

Every student at UNK must activate the assigned UNK email address upon arrival to the campus. There are many reasons for this policy, but the most important is that UNK uses our email for official UNK correspondence. Also, much of UNK information is sent through email. The university and professors will expect you to be on the lookout for emails related to your studies and courses, and you may even be expected to turn in assignments through email. The UNK email system, called Lotus Notes/Outlook/MyBlue, is web-based and very user friendly. You can use your own non-UNK email system for personal correspondence, but you will be expected to use your UNK email while a student at UNK. Activation instructions will be included in the International Student Orientation or the UNK Technology Orientation. If you do not understand the instructions ASK FOR HELP!

ACADEMIC ADVISING & SELECTION OF COURSES

Before your arrival you should spend some time familiarizing yourself with course availability by looking at the University Catalog as well as the Schedule of Classes. UNK Home Page at: http://www.unk.edu/uploadedFiles/academicaffairs/12-13ugcat.pdf. Begin to put together a tentative class schedule in your major. In selecting courses, please note that some courses have prerequisites or restrictions. You cannot register for courses till you arrive on campus and speak with an Academic Advisor or the professors for the course. During Orientation, there will be a session on advising/course registration and you will be given the resources to complete your schedule.
HOW TO REGISTER
UNK offers two ways to register for courses: the web or in person at the Academic Advisors Office located in the Student Affairs Building. You will need your student I.D. number and password in order to register online. **You will not have online access to register till you arrive on campus.** You will have to use an in person option with the Drop/Add slip only if you need special permission to enroll for courses. You must also activate your UNK student accounts such as email prior to registering for courses. For detailed instructions on how to complete your registration, please consult the detailed information available to you from the Orientation. Computers with access are located all over campus, although most students go to the computers which are located in the Library. If you still have questions about any aspect of registration, please don’t hesitate to ask for help from the International Student Services staff, a UNK Buddy or someone from the IT department. Some special notes...

**If you are an ELI Student**
Staff members your teachers with the ELI Program will assist you with hands on enrollment.

**If you are an Exchange student engaged in an official J-1 exchange between universities**
If you have special course requests in advance of your arrival contact Academic Advising to learn who your Advisor will be and communicate with that person for suggestions and/or ideas. All new arrival holds must be removed from your account in order to allow for registration of classes.

**If you are a Graduate student**
It is strongly recommended that you consult your department or faculty advisor to determine that you have an appropriate program of study selected. Contact the Graduate Studies program in Founders Hall after you arrive. Email: gradstudies@unk.edu

**DROP/ADD AND SCHEDULE ADJUSTMENT**
For a period of approximately one week after the semester begins you will have the opportunity to add and drop courses as you like. We call this schedule adjustment or "Drop/Add". This is a normal part of registration at most USA Universities, and you no doubt will experience it. Please do so, but keep in mind that you absolutely must finalize your schedule by the last day of drop/add. Ask what the final date is as it varies each semester.

**Remember ...** as an international student you must be registered for a "full time load" at least 12 for Undergraduates and 9 hours for Graduates. You must consult with the ISS Immigration Advisor in Welch Hall prior to enrolling less than full-time hours to be sure your enrollment meets USCIS immigration requirements and to ensure that the PRIOR authorization for the less than full-time enrollment is registered with USCIS.

**What if a course is closed or is restricted?**
Often you will find that a particular class that you are interested in is either "closed" or "restricted". If this happens to you, do not worry! You can either choose another class, or you may attempt to get into the closed or restricted class by special permission from the Professor. Many times, with just a small amount of effort on your part, you will be successful in getting into these classes. Upon learning that a class is closed or restricted, you should try to speak with the Professor. Go to the professor and explain the reasons that you wish to take his/her class. It is always worthwhile to mention that you are an international student who registered later than most domestic students. Professors like to have diversity in their classes, and the fact that you are from a different country may work to your advantage. Ultimately, it is up to the instructor whether you will be let into the course. His or her decision is final! DO NOT ARGUE with him or her; the professor may be able to recommend another class for you to take and remember you may need to take that class later.

**ACADEMIC LIFE**
Most international students find academic life in the U.S. quite different from their home countries. A typical U.S. course will have three tests including a mid-term and final and at least one paper. This can be good and bad; it gives you more chances at increasing your grade in the class. However, it also means that you may have more day-to-day studying for your classes. UNK requires that students maintain a minimum 2.0 GPA or be placed on probation and/or be suspended. USA F-1/J-1 visa Immigration Regulations state that you must "Make Satisfactory Progress".

**CLASS STRUCTURE**
On the first or second day of class you will be given a SYLLABUS. Your SYLLABUS is going to be extremely important do NOT lose it! It gives a complete outline of class and the expectations of the Professor. Homework is usually assigned for each lesson. Readings for classes are usually assigned by the week and must be done in order to participate in class discussions. **Class Participation is very important!** Do not be afraid or shy about class participation; some Professors count your participation in your grade. If you are taking twelve hours, be prepared to spend a significant amount a time a week studying. **Attendance is mandatory** and most classes register...
attendance at the beginning of class or sometime during the class. Tests may be organized in several ways; the professor should tell you what to expect. Most tests are either “multiple choice” or “essay” formats. Understand the test format before you take your first test.

What is a SYLLABUS? A Syllabus is extremely important! If you don’t understand what is in the Syllabus contact your professor.

COURSE SYLLABUS
FALL, 1998
INSTRUCTOR: JOHN DOE

D. ORGANIZATION
This is a lecture-lab course in which topics are presented by the instructor, practice drawings are explained, and assigned drawings are completed by students both during lab periods and outside of class. Objective and drawing type sections are given daily, and there is a comprehensive final exam. The course is a prerequisite for the beginning regular-program drafting courses. Students generally have had neither high school nor other drafting training, nor experience in drafting employment. So when students in this course proceed to the regular-program drafting courses, if they do, they will be at approximately the same level of expertise as those who have had previous training or experience and are permitted to waive DRAFT 19. This basic drafting course therefore assumes no previous drafting experience or training, as the initial emphases are on the use of equipment and basic procedures.

C. COURSE OBJECTIVES
1. To introduce students to the use of mechanical drafting tools, to drafting procedures, and to acceptable standards of work in the industry.
2. To introduce students to various forms of graphical representation and to selection of representations appropriate to specific needs.
3. To introduce students to time and quality drafting production requirements.
4. To orient students to the range of drafting methods, topics, and occupancies that characterize the field.
5. To provide students with opportunities to develop basic drafting skills in respect to sheet composition, working neatly and accurately, lettering, and line drawing.

D. COURSE TOPICS
The course will cover the following topics:
1. Equipment and Basic Drafting Procedures
2. Lettering, Symbols
3. Drafting Geometry and Single-View Drawing
4. Orthographic Projection
5. Citations
6. Auxiliary Views
7. Sectional Views
8. Isometric Drawing: Isometric and perspective drawing
9. Threads
10. Weldments
11. Development
12. Introduction to Descriptive Geometry
13. Introduction to Computer Drafting
14. Architectural Working Drafting: plans, sections, and elevations

E. TEXT AND REQUIRED SUPPLIES
1. Required text: Basic Technical Drawing, by Spencer & Ogdon
2. Supplies: see separate list with pictures.

F. GRADING PLAN
Coursework will be weighted as follows:


The basics so students can communicate with you as easily as possible. Students appreciate and need easy access. They should not feel unduly restricted.

This course—what it is and how it fits into a program or supports other courses, needs, etc. Throughout this syllabus there are things students will not read the first day, but they probably will read it later, or they will use it later for reference.

Five or six general, overall objectives of the course. These might be stated in the form of behavioral or performance objectives, but John has reserved that format for class and activity objectives that are more specific, differentiated, and quantifiable.

The units or topics of study. It shows the progression of topics and evidences your pre-course planning.

Very important. Students need to know right away what materials they need and how much the course will cost them.

Very important and often explicitly required.

SYLLABUS EXAMPLE: CLASSROOM COURSE

Shown below is a several-page, complete, and detailed course syllabus. Although it is a syllabus for a particular occupational course, the format can be adapted to probably most any other course as well. At the right of the syllabus is a section-by-section explanation, including comments based on use of this format over a period of years. The syllabus should be distributed and reviewed with students on the first day. For a similar syllabus for an Internet course where grades are based on points earned, see "Syllabus Example — Internet Course."

The syllabus here reflects John Doe’s philosophy and teaching experience, which a syllabus should do. Other instructors may have very different ideas about course structure and policies. The syllabus is posted here principally to represent a syllabus format.
ACADEMIC SUCCESS: HELPFUL TIPS

Academic Success knows there is no "one size fits all" for students when it comes to an academic success strategy. We'll work with you to develop a plan that fits your learning style. Find additional information at: www.unk.edu/cas or make an appointment with an Academic Success advisor. Successful UNK students recommend the following success tips for new students:

- **Manage your time.** Make sure your planning calendar has classes, study time, exams, time for personal care, organization, and time for friends.
- **Help yourself.** Access online information, review the syllabus for each class, work with your advisor, improve your computer skills, and use common sense and good manners. Know the resources at UNK.
- **Establish credibility with faculty.** Read the text or other references, attempt assignments, review your notes, talk with other students in the class and finally ask the instructor for assistance.
- **Take control of your study patterns.** Use several ways to absorb material: read, write, speak, do activities, repeat, and remember to take breaks.
- **Master test strategies.** Study for the test and attend each one. Write out the answers to study guides and your own questions from readings, materials, and notes.
- **Take all tests.** Arrive on time with the paper, pencils, and other supplies you need for the test. **Essay tests**—Answer exactly what is asked and make a list of details you remember before writing your essay. **Multiple Choice Exams**—Read the question carefully before making your choices. **True/False Tests**—Some believe there are key words. True answers often contain words like most, might, sometimes, often, and usually. False answers frequently contain words like always, never, must, the most, the least.

**Classes That Help With the Transition to College**

**First Year classes** are general studies classes that emphasize getting connected at UNK and taking advantage of student services. Website: www.unk.edu/firstyear

**University Foundations classes** are focused on the transition to college. The classes target solutions for meeting faculty expectations including time management, study skills, test anxiety, and examining values. Website: www.unk.edu/lso Many departments have Introductory classes that demonstrate what a major would be like and career expectations. Students can ask their advisors for assistance in enrolling for these classes. Students who elect not to enroll in transition classes should ask about Supplemental Instruction SI that targets selected courses by offering out-of-class, peer-assisted, formalized study groups where students talk about the information in their classes, compare notes, discuss readings, develop study skills, and predict test items. Website: www.unk.edu/offices/sss

**University Foundations UF Classes**—Enroll via MyBlue for these three-credit, transition courses and strongly recommended for first year and transfer students. Credits earned in this graded course may be counted as electives toward graduation and include the following topics:

- Studying at a college level
- Approaching new ideas
- Reading and test taking
- Writing and speaking
- Managing time effectively

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Exploring majors and careers
Getting involved in campus life
Critical thinking

Study Skills Classes—these one-credit, five week classes are open to all students seeking to develop specific skill sets and are completed online through Blackboard. The classes are graded, credit/no credit and apply towards full-time enrollment but do not count toward graduation. Classes develop skills in the following areas:
- Study skills and test taking
- Time management
- Listening and note taking
- Reading improvement
- Critical thinking

Computer Labs—this office, located in MSAB, is home to over a multiple computers with internet access. Onsite staff provides assistance and coaching for common computer applications. The lab is open year-round, Monday through Friday, 8:00 A.M. to 5:00 P.M.

Supplemental Instruction SI—this program organizes group review sessions throughout the semester for students who want to improve their understanding of the material in selected courses. The leader attends class with students and then leads review sessions outside of class. For a list of current SI courses, contact the SSS office in the MSAB Bldg.

Learning Commons LC—this new initiative comprises Tutoring and the Writing Center. The Learning Center is home to all one-on-one, face-to-face, online, and small group tutoring for the following subjects:
- Accounting Math for Elem. Education
- Organic chemistry
- Anatomy & Physiology Physics
- Biology Political science
- Calculus Psychology
- Composition Science
- Computer science Sociology
- Economics
- Spanish
- Family studies
- Statistics
- General chemistry
- Teacher education
- Geography
- Trigonometry
- History Writing
- Literature

Approximately 35 qualified tutors—who are themselves upper level students—assist with homework, papers, speeches, take home exams, and other projects e.g., undergraduate research, application essays. To sign-up, students can do one or more of the following:
- Visit the Learning Commons booth at the Blue and Gold week the first week of Fall semester
- Stop by the LC on the top floor of C. T. Ryan Library
- Attend “Game Night at the LC” the first night of classes each fall and spring.

Once registered, students can walk-in as needed seven days a week, make 30-60 minute appointments online 24/7 for some subjects, you may view hours on the LC’s homepage, or call 308 865-8905 for tutor availability. The LC opens the first day of classes and closes the Wednesday of finals week. Be sure to visit our offices and booths during the first week of the Fall Semester during Blue and Gold Week or at your first opportunity. Students can meet the mentors, tutors and other staff members plus get signed up for UNK Academic Success!

ACADEMIC RESOURCES

ACADEMIC SUCCESS OFFICES
Academic Success provides resources for student achievement at UNK and beyond. Academic Success houses several services that can help students earn better grades, graduate on-time, and become life-long learners. Resources include Student Support Services; University Foundations classes; Study Skills classes; a Computer Lab; Supplemental Instruction group tutoring; and the Learning Commons Tutoring and Writing Center. Academic Success urges students to register for support services, enroll in transition classes, develop an accommodations plan, and/or sign-up for peer tutoring as early as possible. It is never too early to start planning for success. Moreover, taking full advantage of the available resources not only helps students perform academically, but also connects them with a diverse group of fun, interesting and engaged peers and staff.

International Education/Study Abroad
Can international students arrange to study abroad in another country?
Students at the University of Nebraska at Kearney, can participate in an international experience in almost any country. Programs range in length from several weeks to a full year. Regardless of the field you choose to study, a program is available and class credit will transfer to the UNK curriculum if you plan carefully with your academic advisor prior to departure. The Study Abroad Office is ready to help you choose a program that is right for you. On top of that, you gain more valuable international experiences to use in future careers and develop life-long friendships. Your decision to study in the USA will add to your skills; can you imagine how it would be if you also studied in yet another country? For International Students, they cannot study in their home country and they must meet all requirements for visitor visa issuance but it isn’t that hard. There has been probably 8-10 international students study abroad each semester during the last couple years. To set-up an appointment to discuss study abroad options, simply email the Study Abroad
Coordinator at parkam@unk.edu with your weekly availability to meet. Meet with the International Student Advisor about the immigration guidelines after you decide where you want to study.

CENTER FOR TEACHING EXCELLENCE
The mission of the Center for Teaching Excellence is to enhance undergraduate education by providing services and resources to encourage and support excellent teaching. The Center coordinates teaching and learning workshops, symposia, and small group discussions designed to assist faculty in promoting active learning, understanding learning styles, and assessing student learning. In addition to offering individual and confidential consulting services for instructors, the Center also disseminates instructional information.

INFORMATION TECHNOLOGY SERVICES
Faculty, staff and students using a wide variety of computing resources; Internet access; hardware and software configuration and purchasing assistance; server support; web development, instructional design, and multimedia services; and administrative application development. All students have UNK email accounts. BlackBoard is utilized for development and management of web-based courses. A general-purpose student computer lab is maintained in the Student Union. Two general-purpose labs are located in the Calvin T. Ryan Library. There are student computer labs, some with Macintosh computers and some with Windows-based computers, located in each of the academic buildings, maintained by individual departments. A wireless data network is available to students, faculty and staff in all campus buildings. All residence halls offer network access to students in each room. With a wired or wireless connection to the UNK network, students who have their own computers can access campus resources and the Internet from their residence hall room. The Help Desk, located in Room 115, Otto Olsen Building, is available to answer questions, resolve problems and provide information about computer use and network services at UNK. Training sessions and hands-on assistance are offered for faculty, staff, and students wishing to learn more about many aspects of technology. The Help Desk is staffed from 8 am to 5 pm on Monday through Friday, but assistance is available 24x7. After hours phone calls are routed to an answering service, which also responds to emails and offers live chat. See the Helpdesk link at http://its.unk.edu. Upon arrival to UNK international students will engage in an International Technology Orientation Session with the IT Staff to assure they understand the system at UNK. Information Technology provides administrative and academic technology-based services to the campus.

LIBRARY
The Calvin T. Ryan Library staff, in partnership with the classroom faculty, Academic Success staff and other members of the UNK community, provide students with opportunities to develop skills that support their current educational pursuits, further their career opportunities, enrich their personal lives, and, ultimately, prepare them for lifelong learning. The Library provides seating and services for more than 800 students, including group study rooms, lounge seating, individual study carrels, two computer labs, a coffee shop, and a multimedia production and practice room, equipped with specialized production, presentation and website development software for student use. In recent years further changes have been made, including the addition of the first Learning Commons at a state college or university in Nebraska. The 4,800 square foot Learning Commons houses the UNK Writing Center, Academic Peer Tutoring, additional group study rooms, and other services and activities focused on student academic success.

The library provides access to a wide range of computer-based information resources, including the library’s catalog, an electronic reserves system, 100-plus online databases, and more than 60,000 full-text periodicals. An online reference service provides telephone, e-mail and smartphone reference service during scheduled hours, along with 24/7 “chat” reference through a partnership with 650 other academic and public libraries worldwide. Several large online reference collections make reference information available to distance students as well as to those who use the library on-campus. The online portion of the library never closes, and these electronic resources are available 24 hours a day, seven days a week, to UNK students anywhere in the world who have a computer and reliable access to the Internet. The library’s homepage http://library.unk.edu offers University of Nebraska at Kearney user’s access to general information about the library, including library hours, and its information resources. Numerous computer stations, printers and scanners are available throughout the library. Wireless computers can be used almost anywhere in the building, and resources also include two high-quality microform digitizers. Students may check out laptop computers at the circulation desk for in-library use.

The collection consists of over 285,000 print volumes, 10,000 electronic books, and 94,000 non-print items encompassing a wide range of materials. The Library subscribes to about 800 current periodicals in print magazines, journals, and newspapers, and maintains a collection of more than 117,000 bound periodical volumes. It is an official government depository for more than 414,000 U.S. documents, in addition to 32,000 online publications by U.S. governmental agencies. The library is also a depository for more than 17,000 documents from State of Nebraska agencies. A 2,400 item Special Collection includes titles on Nebraska history and the history of the American West. The library houses the University Archives, comprised of print, non-print and online materials concerning the history of UNK and related information about its faculty, staff, administration, and students. A curriculum collection provides instructional materials available for review by University of Nebraska at Kearney students and area educators. The Interlibrary Loan/Document Delivery Division of the
Library supports the research and instructional needs of the UNK community by providing access to materials not owned by the Library. This service is provided free of charge to UNK students, faculty, and staff.

**TESTING CENTER**
The Testing Center, located in College of Education Building, provides Computer Based Testing and Paper/Pencil Testing for a wide array of areas. Our Computed Based Testing system delivers both linear exams (all items are presented in order) and adaptive tests (the computer uses the candidate's response to each item to deliver subsequent items and ends when the computer is able to make a pass/fail determination). Computer Based testing is offered year-round, Monday through Friday, by appointment only. Paper/Pencil testing is conducted on specific published dates with pre-registration required. Study materials are available for certain programs. The Testing Center services are available to all University of Nebraska students as well as students from surrounding Colleges and the general public. The following Computer Based Tests are currently available through the Testing Center:

**Computer-Based Tests Include:**
- CLEP, CPA, DAT, DSST, FINRA, GRE, NBPTS, NEINS PRAXIS I
- PPST, iBT TOEFL, MCAT, OAT and many other Prometric exams

**Paper/Pencil Tests Include:**
- LSAT, ACT Residual, PRAXIS II Subject Assessments and GRE Subject tests

For Testing Registration please call 308 865-8054. Our normal business hours are listed below.

**Fall/Spring Hours**
- Monday- Wednesday & Friday: 8am-5pm
- Thursday: 8am-10pm
- Saturday: TBA to be announced
- Sunday: Closed

**WRITING CENTER**
The Writing Center is located in UNK's new Learning Commons on the second floor of C.T. Ryan Library. The Center provides writing assistance at no charge 7 days a week to all UNK students, faculty and staff. Assistance includes one-on-one consulting, interactive workshops, and helpful resources, such as handbooks, handouts, and internet links. Most one-on-one consultations take place face-to-face, with consultations lasting 30 minutes for 1-3 pages or one hour for 4-7 pages. Visitors can bring any piece of writing at any stage in the writing process for help with pre-writing and drafting, generating a thesis, supporting ideas, organizing paragraphs, writing clearly and concisely, citing outside sources, editing for grammar and punctuation errors, and more. Many writers find it helpful to come as soon as an assignment is given, again when they reach an impasse of some kind, and then once or twice more when they are making their final revisions. As an alternative to face-to-face consulting, UNK students, faculty, and staff can submit work electronically for eConsulting by using the WC's Online Appointment book to upload papers. Writers receive feedback on one paper at a time, and submitted papers are reviewed on a first-come, first-serve basis. When reviewing a paper, the eConsultant uses margin comments to provide in-text feedback and suggestions, tailored to the writer's listed concerns. The reviewed draft and a detailed summary of the eConsultant's suggestions are then sent to the writer by return e-mail within two to four days of a submission. All kinds of writers use our services, including highly successful writers who know that every writer needs a reader, less confident writers who want to improve their skills and learn new techniques, and writers learning English in conjunction with college level writing. In keeping with our goal to help all writers improve their own skills, writing consultants will not correct, edit, proofread, or write any part of the paper; they will help writers identify patterns of error and develop better options and strategies.

Since the Writing Center has boasted over 1,000 consultations every semester since 2002, appointments are strongly encouraged and are best made online. Visit www.unk.edu/acad/writing_center/ for exact hours and to make an appointment. All writers are allotted up to 120 minutes of assistance each week. Missing an appointment constitutes a no-show. Writers with three no-shows in a single semester are blocked from making appointments for the remainder of the term; they have to rely on walk-in availability. Our interactive workshops address specific writing topics—such as revision strategies, proper punctuation, citation styles, and writing lengthy papers—in a lively small group setting. Our growing collection of helpful handbooks, handouts and links are available both at the Writing Center and via our website.

**GETTING HELP**
UNK offers some academic assistance through the Learning Assistance Center. They offer workshops on study skills, individual or small-group tutoring for most 100-200 level classes, and individual academic skills appointments for free. The Learning Assistance Center is open from 8am-5pm, Monday through Friday, but can schedule some appointments after 5pm. You may place a request for assistance on their website at http://success.UNK.edu/services/lacservices. If you would like some help writing reports and papers, the special assistance offered through the Writing Center, located in...
Early Warning Referrals
Once classes begin, faculty members have the option of submitting an Early Warning Referral to the Academic & Career Services office. Early Warning Referrals identify any student who might be experiencing academic difficulty. These students are then notified by email and/or phone and offered assistance that might help them complete their classes successfully. Students who are contacted regarding an Early Warning are strongly encouraged to meet with an advisor from Academic & Career Services to discuss academic success strategies. International Students must be aware of the fact that they are required to make Satisfactory Progress in their studies as a part of the Student Visa issued in their home country. Students who do unsatisfactory coursework probation for two consecutive semesters are suspended for one academic year. If an international Student is suspended they are out of status and can be facing the requirement to return to their home country. Talk with an International Student Advisor in Welch Hall about options to protect your status.

ACADEMIC INTEGRITY
Academic Integrity issues are of great consequence. Please consult the UNK handbook to be aware of policies and issues related to UNK’s academic conduct and honor code.

ACADEMIC PROGRESS REQUIREMENTS
All students at UNK should maintain a 2.0 cumulative GPA. If a student’s cumulative GPA falls below a 2.0 he/she can be placed on academic probation:

- Graduation is dependent upon a minimum GPA of 2.0, utilizing grades earned in all University of Nebraska system courses taken while pursuing an undergraduate degree.
- During the spring and fall semesters, the Dean’s List honors undergraduate students with a 3.5 or better semester GPA who have completed at least 12 credit hours for their academic achievements. Courses taken on a credit/no credit basis are not included among the necessary 12 credit hours.

DROPPING A CLASS
Failure to attend class does NOT constitute a drop and does NOT cancel the student’s registration, or his/her obligation to pay all tuition and related fees for the course. A grade of “F” will result for failure to officially drop a course. Withdrawing/dropping a classes anytime after the start of the semester does not relinquish payment of any financial obligations to the university.

PEER-TO-PEER FILE SHARING POLICY
Peer-to-peer p2p networking is a popular way of sharing files, but it is often used to download and share copyrighted materials, which violates University of Nebraska at Kearney policy. Your computer may be removed from the UNK network for policy violations and there can be legal and/or University conduct consequences for downloading copyrighted materials. UNK recommends the removal of p2p applications from computers on the UNK network. For more information on peer-to-peer file sharing, see our web site at http://www.unk.edu/offices/its.aspx?id=44740.

TRANSPORTATION

GENERAL INFORMATION
One of the first things that you will discover upon your arrival in the U.S. is that we do not have an extensive public transportation system like the one you probably have in your home country. Getting around town and traveling to other areas can be an frustrating experience. However, you will adjust and there are a few ways to make traveling easier and more enjoyable.

ETIQUETTE FOR RIDING WITH FRIENDS
The cheapest way to get around Kearney is to become friends with Americans who have cars. Everybody has to go to the grocery store and do other small errands, so most people will probably not mind giving you a lift when they go. However, before jumping into a friend’s car, there are a few little rules of which you should be aware. Even when someone has offered to take you someplace without you asking, you may still be expected to contribute to gas expenses. Most college students cannot afford to drive all over Kearney to get you where you need to go. You should make it clear from the beginning of the trip that you are willing to contribute to these expenses. Usually a dollar or two is enough for a short trip. Or, if you are continually riding with one person, you may want to offer to fill up their gas tank one day a month. Most drivers are probably not going to accept money from you for every ride, but it is always polite to make the offer.

UNK PARKING REGULATIONS SUMMARY
Introduction
For the benefit of students, employees and visitors, the University of Nebraska at Kearney provides parking on campus. UNK has established and will enforce parking regulations and levy penalties to control parking. In order to regulate parking, permits are sold for use in designated lots. The laws of the State of Nebraska are applicable and enforced on campus 24 hours a day, seven days a week. Consistent violation of these laws and parking regulations may lead to revocation of your privilege to park on campus as well as be subject to towing and impoundment of your vehicle. For full regulations and policies regarding parking, go to: www.unk.edu/administration/vcbb_policies.aspx?id=9678

Points to Remember
- A permit does not guarantee a parking space
- We must see the entire permit for it to be valid on the inside lower part of the driver’s side of windshield, above VIN number.
- You must report the loss or theft of a permit to Police & Parking Services immediately
- Nebraska parking regulations are always enforced
- Parking citations double at the end of the 14th day of the date the citation was written
- Permits are enforced until 5:00 p.m. Monday through Friday
- Holds will be placed on Student Accounts for parking violations!
- Parking citations can be paid by check or cash at the Police & Parking Services Office.
- All other forms of payment must be made at the Finance Office in Founders Hall
- Snow Removal policies are enforced November 1 through April 1. You cannot park in Commuter Lots between Midnight and 6 a.m. Sunday through Thursday. Citations may be appealed by going online at http://www.unk.edu/offices/police.aspx?ekfrm=28820.
- All appeals must be submitted in full by the fourteenth 14 day from the date of the citation.

SKATEBOARDS, BICYCLES AND ROLLERBLADES POLICY
Anyone using skateboards, bicycles, scooters or roller blades on UNK property shall give right of way to pedestrians The use of skateboard bicycles and roller blades is prohibited within 25 feet of any building entrance and any sidewalk around the Nebraska Student Union, Fine Arts building and the Health and Sports Center and inside any building on campus. Recreational rollerblading, skateboarding, bicycling and riding scooters is prohibited. Recreational activities include performing acrobatic stunts of any type. It also includes using any bench, table, stair or similar object as a platform for these recreational vehicles. While transportation on the hike-bike trail is encouraged, use of skateboards, scooters, bicycles and roller blades for other transportation across the UNK campus by those not associated with UNK is considered trespassing. Skateboarders, rollerbladers, scooter holders and bicyclists are responsible for any damage or injury including to themselves they may cause on the UNK campus. UNK students violating this policy may be referred to the UNK Conduct System for appropriate action, in addition to being charged with a criminal offense if the situation warrants. Non students causing damage to UNK property of injury may be dealt with through civil or criminal court. Bicyclist and scooter operators are required to use the storage racks located throughout the UNK campus. Bicycles and scooters shall not be attached to trees, posts, signs, stairwells, railings, or handicapped ramps. Bicycles or scooters found secured to any object other than a bike rack or laying on the ground are subject to be taken by UNK Police & Parking Services and Facilities or stolen by another student. They will be held by UNK Police & Parking Services for a minimum of 60 days. If left unclaimed, bicycles and scooters will be sold at auction or given to charitable organizations. For this policy the term “scooter” will refer to all push or pedal style scooters. Motorized scooters will be considered the same as a motorcycle and must follow all motor vehicle laws and UNK Parking Regulations.

PUBLIC TRANSPORTATION
Travel Agents
In the USA Travel Agents charge a fee to find persons a way to travel from one city to another; Kearney has two.

AAA Nebraska
203 W. 22nd St.
Kearney, NE 68847
Ph: 308 234-2455
Visit AAA Nebraska Online

Independent Travel Brokers
816 East 25th Street
Kearney, NE 68848-2011
Ph: 308 237-2372

BUSES
It is important to remember that the bus system here is generally less reliable than in larger American cities or in other parts of the world where the population depends heavily on public transportation. Although it is probably the cheapest way to travel besides the use of a personal car, you need to ask about travel times. A small trip to Omaha three hours by car can take more than ten hours by bus. Also the bus terminal is not staffed all of the time. For further information: Arrow / Black Hills Stage Lines / Phone: 308-237-2052
**TRAINS**
Train service to other cities is offered by Amtrak 1-800-872-7245. The passenger station is located at Hastings Nebraska 1 hour away from Kearney at 501 West First Street, Hastings, NE 68901. Although a bit more expensive than buses, the train is somewhat quicker and more comfortable. Information and Reservations. Visit the Amtrak website at www.amtrak.com.

**AIRPLANES**
Flying directly to the Kearney Airport and UNK is the quickest way to travel and is probably best for long distances. You must travel to Denver International Airport and transfer to Great Lakes Airlines to fly into Kearney. It is most effective to fly directly into the Kearney Regional Airport on Great Lakes Airlines via the Denver Colorado International Airport. If you fly directly into Kearney UNK will arrange ground transportation for you to our campus at no cost. If you advise us of your arrival time. Travel to UNK via Lincoln or Omaha will result in added expenses and time delays due to the distance of travel to campus; possible overnight stays may be necessary to accommodate your flight time and bus schedule to travel to Kearny. Flying to the Kearney airport is the best solution. You must make plane reservations in advance. The internet is an excellent source in helping you to find cheap airline tickets; some great websites are: www.kayak.com, www.hotwire.com, www.cheaptickets.com, www.orbitz.com, or www.expedia.com, and www.studentuniverse.com.

**TAXIS**
Taxis are generally the most expensive way to travel within the Kearney. Also, service is slow because taxis can become quite busy, and thus, waiting for a taxi can last up to an hour! If you use a taxi service, be sure to call ahead and pre-order one. There are taxi services in Kearney: Taxi/Kearney Cab Co - 1103 B Ave, Kearney, NE 68847 308 234-6725

**BICYCLING**
Cycling in the U.S. is very different from other nations. Bicycles are mostly used for recreation. However, cycling is a cheap, healthy, and fun way to get around town as long as you know the rules. Cyclists must follow ALL traffic regulations issued by North Carolina. Also, remember that most American drivers are not used to dealing with cyclists on the roads, so be careful. Wear bright clothing as well as a helmet. Also, you are required by law to use lights when traveling at night. You should know that cycling is not allowed on most highways and is never allowed on the interstates.

**BUYING A CAR**
If you are considering this option, talk to other international students first and add up all of the costs. Owning a car will give you added freedom, but there are important things to keep in mind when considering this option. A reliable used car will cost anywhere from $3,000 to $8,000. Besides the purchase price, you are required to buy insurance to drive in Nebraska. IT IS THE LAW! Call insurance agents listed in the Yellow Pages of the phone book to get rates. Depending on your situation and driving record, insurance can cost anywhere from $500 to $1,000 per six month period. Additional expenses will include gasoline, any maintenance or repairs, tax, and title /licensing fees about $150. Buying a car can be a risky operation. Be sure that the seller has a valid title proves ownership to the car in his or her name. Be sure to have a qualified mechanic look over the car before you sign anything or give the seller any money. Most mechanics will do this for a small fee $50-$75.

**CAR RENTAL**
Renting a car is a good way to travel across America with friends if you have a valid Nebraska Drivers License. The age requirement for renting a car in Nebraska is 21 years of age or older, and in some cases, 25 years of age and most companies require a credit card in your name.

**DRIVER’S LICENSE**
In order to drive in Nebraska, you must have a valid driver’s license written documentation with accompanying picture. As a visiting student, you may not be permitted to possess a Nebraska driver’s license. It is recommended that you obtain an international driver’s license in English from your home country and to carry with your home country driver’s license. Please see the following website for more information regarding Drivers License issuance. SEVP’s DMV Fact Sheet, which can be found here: http://www.ice.gov/doclib/sevis/pdf/dmv_factsheet.pdf

**BANKING AND FINANCIAL MATTERS**

**U.S. Currency**
U.S. currency is based on a decimal system, with one dollar ($1 or $1.00) equal to one hundred cents. Coin currency is used for amounts less than one dollar. The most common coins, their equivalencies, and appearance follow:

<table>
<thead>
<tr>
<th>Penny (copper)</th>
<th>Nickel (silver)</th>
<th>Dime (silver)</th>
<th>Quarter (silver)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Cent or 0.01 dollars</td>
<td>5 Cents or 0.05 dollars</td>
<td>10 Cents or 0.10 dollars</td>
<td>25 Cents or 0.25 dollars</td>
</tr>
</tbody>
</table>

Paper currency, all printed in green and white, and is most often circulated in the amounts of $1, $5, $10, $20, $50 or $100. The slang term for a dollar bill is a "buck"—so $50 may be referred to as "fifty bucks."

BANK ACCOUNTS

It is recommended that you have a checking account for the duration of your stay. The University recommends Wells Fargo because it offers a College Account with no monthly fee checking*, no minimum balance requirement and is available on the UNK Campus. In addition, there is free use of ATMs** and a free check card to make purchases everywhere VISA is accepted. You are also allowed free access to your account information over the internet through PC Access. There are ATMs located on the UNK campus. One is located in the Dining Hall and the other is located in the Union Center. During orientation week, Wells Fargo representatives will be available to assist in opening an account and answer questions. It is this office's recommendation that you do NOT carry large amounts of cash around or hide it in your room. Banks are safe in the United States and are insured by our federal government. If you plan to work on campus you can open an account so you can have your pay direct deposited into your account.

Checking and Savings Accounts

By opening a checking or savings account, you will not be in danger of losing your money or having it stolen from you, and you will have a record of where you spent your money. You could also earn interest (a small amount of cash) on the balance in your account with a savings or interest-bearing checking account. There are several Banks in Kearney and you certainly can choose whatever bank you want.

Below is an example of how a check should be written. The date is the day you write the check; in the US dates are generally written in month, day, year format. Pay to: is the name of the store or person you are paying...NEVER, NEVER leave the pay to line blank. In the small rectangle under the date is amount of the check in numbers; in this case $8,150. Directly below you write the amount out in words. Do not leave space on either line for someone to add or change the amount. In the bottom left you can make a note about what you are purchasing or paying; such as; rent tuition or books. Directly below you must sign the check.

**ATM Cards**

ATMs (Automatic Teller Machines) make it easy for you to get cash. If you have an ATM card with your checking or savings account, you can withdraw funds at any time. There is a fee for having the card, and there may be additional fees for the use of the card. Make sure you know your Banks rules for using your card, especially regarding fees. A word of caution: the use of ATM cards has hurt well-laid plans because it's so easy to get cash whenever you want it, not according to your budget and possibly when your funds are low. Cards can be used in any machine that is part of your financial institution's ATM network.

Debit Cards

Debit cards use one of the major credit card networks to access and withdraw funds from your bank account. You can use your debit card instead of writing a check at many stores. The card is not a credit card; if your account balance is too low for the purchase, your card will be rejected. Most financial institutions offer dual-purpose ATM/debit cards with checking accounts.

Credit Cards

Using credit is a promise to pay the amount at a future date. A credit card is a loan with a different name—it has terms like a loan, and you pay a high percentage of interest to use someone else's money. The interest rate is usually anywhere from 12 and 22 % plus some companies charge a fee to have their credit card (yearly fee) usually from $20 to $50. You will pay more if your payment is late. The advantages of a credit card are that if you don't have much money in your checking account or don't get money until a later date, say a
month from now; you can charge what you need on the Credit Card. If you pay the entire credit card bill at the end of each month a credit card can be a great financial tool. If you cannot pay the total at the end of each month, you will be charged interest on the balance! Be very careful that you purchase only required items on a credit card. If you feel you must have a credit card Consider getting a credit card with a low credit limit so you aren’t tempted to overspend. Beware! It is easy to overspend, fall into a delinquent category, and ruin your credit rating for a long time. If you stop making payments without pre-approved arrangements with your credit card company, your account will be closed, you will be in a delinquent category and your account will probably be placed with a delinquent collector which is never a good experience. Many students have nearly ruined their educational and vocational careers by the early and unwise use of credit cards.

PAYING YOUR UNK BILLS

Important Credit Card Information

The ONLY way of paying UNK student account charges tuition, room & board, or other fees with a credit card is online through MyBLUE. If you wish to pay by credit card, follow the steps below:

1. sign-in on MyBLUE
2. Enter your NUID Number
3. Enter your Password
4. On the left menu under Student Accounts click on "Make a Payment"

UNK offers several OTHER easy payment options with no additional cost to you:

- An electronic check/ACH automatic check handling payment option through MyBLUE. This is an online request to debit your checking account or savings account.
- By check or money order mailed to the University of Nebraska at Kearney, Finance Office, Student Accounts, Founders Hall, 2504 9th Avenue, Kearney, NE 68849.
- In person by check, money order or cash at the UNK Finance Office, Founders Hall, 8:00 a.m.-5:00 p.m., Monday - Friday.

It is important to note that many bills, including phone and UNK health service bills are paid when services have been rendered. WHEN LEAVING THE COUNTRY PLEASE MAKE SURE THAT YOU HAVE FULFILLED ALL FINANCIAL RESPONSIBILITIES. FINAL PHONE BILLS, HEALTH SERVICE FEES AND LIBRARY FINES MUST BE PAID BEFORE YOU LEAVE! YOUR FINAL TRANSCRIPT WILL NOT BE SENT UNTIL ALL UNK ACCOUNTS HAVE BEEN PAID.

If you find yourself in an unforeseen financial difficulty, please contact ISS at 308-865-8946 so that we may offer advice.

TIPS FOR LIVING IN KEARNEY

SOCIAL LIFE

The social scene in Kearney offers something for everyone. Socializing is a great way to learn about American society as well as to tell others of customs in your own country. But, a social life will not come to you so it is important to get out and to get involved. Most Americans are friendly and up for conversation, so don’t be shy.

CAMPUS LIFE

Campus life offers a wide variety of social activities. There are many campus-based clubs and organizations for you to choose from. Almost any activity or interest that you have is represented by a club. Membership is very easy; you usually just have to show up to a meeting! For more information regarding the types of clubs and organizations offered at UNK, speak to the Campus Activities programs.

STUDENT ORGANIZATIONS

INTRODUCTION

Student organizations are an integral part of campus life at the University of Nebraska at Kearney. By participating in student organizations, students have the opportunity to:

- Make friends
- Become informally acquainted with faculty and staff
- Develop leadership and public speaking skills
- Prepare for future civic leadership
Acquire valuable experience and employment skills

Significant contributions to intellectual, cultural, recreational, and spiritual life of the University are provided by student organizations. International Students enjoy the combined efforts of the International Student Organization along with specific country associations. The University reserves the right to recognize all organizations and requires that they function in accordance with their constitutions, abide by federal, state, and local laws, and observe University rules and regulations. The University requests that: A list of organization advisors and officers is on file in the Nebraskan Student Union Office.

WHY GET INVOLVED?

- Joining a student group is a great way to meet new friends and can help you to adjust to campus life.
- Students who get involved on campus are better prepared for a career because employers are aware of the experiences gained through involvement and seek these traits in prospective employees.
- Working in an organization is a wonderful way to develop and improve skills in problem solving, decision-making, and time management.
- Being involved helps students build relationship and communication skills, which can be as valuable as academic skills.
- Develop a sense of pride in your university!

HOW TO GET INVOLVED...

- Join OrgSync, the online tool for connecting with student organizations.
- Don't limit yourself to any one mutual interest organization. Find one or two that best fit your interests.
- When you find one that you like, become a member by paying that organization's dues.
- Go to their community service/night-time events and volunteer to help.
- Go to their meetings and give your input on upcoming events.
- Co-chair for a position to learn more about leadership in the organization.
- Or, start your own organization!

CITY LIFE

Kearney is a fun city to live in, and there is a lot to do. Besides visiting the usual movie theatres, bars, shopping centers, and parks you may want to get involved in community-based activities such as local theatre productions and charity work. To find out more about organizations, check out the Yellow Pages in the phone book, or contact the Kearney Chamber of Commerce. UNK and Kearney have an active participation with each other most of the time.

One of the highlights of the year in the community and on campus is the free International Food & Cultural Festival early in the Spring and individual celebrations throughout the year. Bring the World to Your Plate was the theme of the 2012 Scott D. Morris International Food and Cultural Festival in March where over 2,800 people attended. UNK international students representing more than 10 countries, including Benin, China, India, Japan, Liberia, Mexico, Nepal, Saudi Arabia, South Korea and Turkey, participated in the event. Students from each country will served traditional food dishes which they prepared, provide entertainment and shared their native dress. The event is sponsored by Scott Morris of Morris Press in Kearney, and complementary cookbooks are available each year.

When you pack to come to UNK remember to pack your native dress and plan now on the recipes you will bring and the information you want to share about your country. We want to hear all about it about it!

CHURCHES, TEMPLES

Kearney contains a wide variety of churches. Many of these will even provide free transportation, if you would like to attend. Just call and explain your transportation situation. Also, many have college-aged youth groups which offer a variety of social and charitable activities. If you want to attend church on campus, go to the Campus Ministries Center

ENTERTAINMENT

There are movie theatre complexes in Kearney with multiple screens each. When showing your student ID you will pay a reduced rate. Be sure to watch for what is playing on campus also. The Music School, Dance, Theatre, Art Departments and UNK Sports regularly hold concerts, shows and games. Don't forget about UNK tickets which are discounted for students. UNK Athletic events are free with your student ID.

PARKS AND LAKES

Kearney has 14 Parks, 2 Swimming Pools, 16 public Tennis Courts, approximately 25 miles of bike trails and a city library.
SHOPPING
Downtown "on the bricks" is only a 15-20 minute walk from the UNK campus. Simply walk down Hwy 30 to 2nd Ave or Central Ave and turn right. Keep going straight. Opening hours are Monday through Saturday 10 a.m. to 9:00 p.m. and Sunday 12:00 p.m. to 7:00 p.m. Hilltop Shopping Center is about a 45 minute walk down 2nd & 39th. The Hilltop Mall Area is an American style shopping area. It has discount stores, such as Wal-Mart, Kmart, and Target that sell just about everything. Also in the same area are are other businesses. Keep in mind when buying electronic equipment that the U.S. voltage is different from other countries.

A NOTE ON TIPPING
In the U.S., it is customary to tip or give money as a personal thanks to waiters and taxi drivers. Waiting tables is a very low paying job, and waiters rely on tips to supplement their income. It is customary to give a waiter 15% of the total bill. You should tip in all restaurants but do NOT tip at fast-food restaurants or cafeteria-style restaurants. If eating with a group of students, split the tip amount between all of the students; each do not leave the 15%. A taxi driver expects a total of 10%-15% of the total fare. Some people believe if the service is poor you should not tip at all; put yourself in the other person's shoes. How would you like to be treated?

About Taxes
In the U.S. it is common to be charged taxes for almost all purchases. Each state sets up their rules about what percentage of the cost will be added as taxes. In Nebraska you will not be charged for taxes in a grocery store but you will be charged taxes if you eat at a restaurant. You cannot barter about taxes you must pay what is designated.

FRIENDSHIP & SOCIALIZING
Getting to know and making friends with Americans is a fun way to learn about American life and to improve your English quickly if you are not a native speaker. International students usually have quite active social lives as we Americans just can't get over your great accents. However, the American dating scene may be quite different from that of your home country so here is a bit of an "insider's view" into the do's and don'ts of dating.

- It is accepted for both men and women to ask someone out on a date.
- Most dates with college students are "Dutch", which means that each person pays for his or her own expenses.
- If you are invited out, it is considered polite to offer to pay.
- It is possible to date several people at one time, but just make sure that all involved parties know that you are doing it.
- The dating jargon is usually pretty difficult for non-native English speakers to get used to. "Going out", "going together", "seeing each other" and "dating" all have different meanings which change depending on the situation and vocal inflection.
- If it sounds confusing, it is. It confuses us, too!
- As a safety precaution, it is smart to meet a date at a public place for the first couple of meetings. Be sure to let your roommate or someone know where you are going, who you are seeing and when you are expected home. This is just good sense and is courteous to those who care about you.

SEXUAL RELATIONSHIPS
Contrary to our international reputation, Americans treat sexual relationships very seriously. Before entering a sexual relationship, you need to keep a few things in mind. AIDS is more widespread in North America than in many other countries. Protect yourself from AIDS and all other sexually transmitted diseases. Also, Date Rape laws are very strict in the U.S.A. Date Rape is defined as rape that is committed in a social setting - party, date, etc. when the victim knows the rapist. If a person says "no" to sexual contact, it is sufficient, and any subsequent sexual interaction can be considered rape - whether or not the people know each other. The law states that if a person is physically or mentally incapacitated, then they are incapable of making a decision about sex. IF THERE IS ALCOHOL PRESENT AND THE PERSON IS DRUNK, HE OR SHE IS CONSIDERED INCAPACITATED UNDER THE LAW. IF YOU CHOOSE TO HAVE SEX WITH SUCH A PERSON, YOU COULD BE CHARGED WITH DATE RAPE, WHICH IS A VERY SERIOUS OFFENSE UNDER THE LAW.

If you or someone you know is a victim of sexual assault contact the Student Health Center, the Counseling Center and /or the Police. Contacting the police does not mean you must press criminal charges; it simply places you in contact with people who can help you understand legal options and assure to get the victim appropriate medical attention.

ALCOHOL & THE LAW
Sometimes the laws in the U.S. A. can seem confusing and even silly to foreigners. However, while in the U.S. you must follow all laws because international students will be prosecuted by state or federal courts if caught breaking the law. The police do not consider ignorance of the law as an excuse for breaking it. Most of the laws are basic common sense and are easy to follow, but some can be a little confusing and need to be discussed.

- TO DRINK ANY ALCOHOLIC BEVERAGE IN NEBRASKA YOU MUST BE 21 YEARS OF AGE OR OLDER.
- When visiting a bar, be sure to bring a passport or driver's license with a photo because you will be asked to show identification and prove that you are of age.
- A UNK student ID will not be accepted.
This law may seem ridiculous to students coming from countries which do not have or enforce drinking laws because of their age. For example, many Europeans who drink in their country are suddenly asked to stop, when they travel to the U.S. The transition can be difficult however, the penalties for drinking under age, particularly on campus, can be quite serious.

If you are 21 years or older and want to visit bars, be aware that drinking and driving is illegal and treated seriously by the Police. So be careful and give yourself plenty of time to recover from the effects of alcohol before driving home. It is a good idea to have a designated driver someone who agrees not to drink or to call a taxi if you have been drinking and need to go home. If you are arrested for Driving under the Influence DUI, you will have to go before a judge and probably need an attorney, which can be very expensive. Drunk driving is a very serious offense in this country.

**DO NOT DRINK AND DRIVE** Be aware that it is also against the law to have open alcohol container in a moving vehicle.

**SAFETY** Kearney is one of the safest medium-sized cities in North America. However, it is ALWAYS important to be on your guard. It is important to know your surroundings and be alert at all times. The rules for living safely in the U.S. are pretty much universal. Take all normal precautions such as keeping your valuables locked up and DO NOT keep large amounts of cash on hand. Avoid walking or cycling alone after dark. When in public parks keep to the paths and stay around large groups of people. You should never walk alone at night, even across campus. UNK has established the below to help with campus safety

**SAFEBACK** - Anytime someone feels uncomfortable walking on or around campus they may call 308-224-0853 or 308-236-3488 and receive a free escort to any location on campus. At night, people often feel more secure getting a walk back to their car, apartment or hall. This is available for guests as well as students and employees.

**Buddy System** - Thursday through Saturday from 11:00 pm to 2:00 am, students who live on campus can receive a free ride home. Individuals may call the Kearney Cab Company at 308 234-6725 and receive a free cab ride back to campus property. The student will need to show the cab driver their UNK ID to verify they are a UNK student. This program is run in conjunction with the Kearney Cab Company.

**Have you seen the Blue phones on campus?** Those are emergency phones. Emergency phones are activated by pushing the red button, automatically contacting the Buffalo County 911 dispatch center. Speak to the 911 Dispatcher by speaking into the front of the pad in a clear and calm manner. Be prepared to provide as much information as possible regarding your situation. Tell them where you are and what is happening. Once the call is received, the 911 Dispatcher will send Police Services' Officers to your location. Emergency Telephones - are located in the following areas throughout the university; west of the West Center Building along the sidewalk, north of the West Center Building along the sidewalk, north of the College of Education Building along the sidewalk directly outside of the main north doors to the building, northeast of Foster Field just off of lot 5 along the sidewalk, on the northeast wall of the Nebraska Student Union, northeast of the Library on the sidewalk between MSAB, Copeland Hall and the Library, along the sidewalk between A.O. Thomas and the Library and in the southwest corner of lot 8 located on the corner of 26th Street and 8th Avenue. Two new phones have also been added, one on the northeast side of lot 12, west of Foster Field and one just south of Foster Field, north of Mantor Hall.

**SOME SAFETY TIPS**
Keep to crowds of people; do not walk alone in isolated areas. If you are walking alone and feel nervous, walk into a restaurant, store or office and wait a few minutes before proceeding on your way. Remember Don't try to be a hero! Life in the U.S. is not as scary as the media would like you to believe. You will probably never experience a crime during your stay. But, play it safe and don't take any unnecessary risks. Most importantly, be aware at all times! Always report to the police any situation in which you have been frightened or threatened. Please note that we have given you an emergency card that identifies you as a UNK international student. Please keep the card on your person. It lists the telephone numbers of staff who can help you in an emergency.

**DEALING WITH POLICE**
- For most international students, police encounters are related to alcohol or traffic violations. Please note the following advice:
- When dealing with police and other law enforcement officials, it is important to be as polite as possible.
- Be sure to address them with respect even if you are in a stressful situation. If you are asked to stand still or place your hands somewhere, be sure to comply.
- Do not argue your case and answer only when asked to do so.
There are several unwritten rules that U.S. citizens follow.
Never put your driver’s license in the dashboard glove compartment of your vehicle.
Please keep your hands on the steering wheel if stopped while driving.
Do not step out of the car unless you are asked to do so.
Do not argue with an officer nor bargain your case.
Never offer a bribe.
If a police officer feels threatened by your behavior, you will be handcuffed, and/or arrested.

TIPS FOR LIVING CHEAPLY IN THE US
Make all travel arrangements at least two weeks in advance so you can get the best price on your ticket. You may want to think of buying clothing at a second-hand store; often you can get great stuff for next to nothing. If you decide to buy a bicycle, roller blades, or any type of sporting equipment, consider looking in the classifieds section of the newspaper for used equipment or shop in a secondhand sporting goods store.

USE YOUR UNK STUDENT ID CARDS! It can get you discount tickets to the movies and many other events. Always ask if there is a special price for students. Frequent the used book store! Furniture and appliances can also be purchased in second-hand stores Remember: U.S. voltage is different from most countries, so you might not be able to bring anything back home with you. Check the yellow pages in the phone book for dealers, ask upper classmen and the International Student Service Office for help.

HOUSING
LIVING ON CAMPUS
With college life, comes major transition. As an international Student you also will experience additional transitions which will impact your experience. Often, UNK International Students report that living on campus saved them many of the problems that friends who lived off campus had to experience. You are never alone academically or socially when you live in the halls. You will be living with people who are going through or have gone through the same experiences. Hall Directors and Resident Advisors that live in the halls are always available for support, assistance, and advice.

You are just a short walk away from academic buildings, campus activities, sporting events, and student services such as advising, health services, and dining areas.

PLEASE NOTE: All full-time 12 credit hours or more freshmen are required to live on-campus during their first year at UNK.
Compared to living off campus, living in the dorms is easy and convenient. In most cases you arrive to Kearney and are taken immediately to the dorm and helped with check in. Everyone who lives in the dorms is required to have a meal plan and there are options from which you can choose.

Housing Exemption Categories
a Freshman student is living with parents or legal guardians within the local Kearney area 30 miles from campus.
b The student is 19 years old or older on the first class day of fall semester.
c Freshman student is married, a single parent, or has a documented medical/mental health condition which makes it impractical to meet the housing requirement, assuming that the student’s needs cannot be accommodated on campus.
d Freshman will be living in certain off-campus facilities which approximate the educational advantages of residence hall living and meet requirements listed under the “Documentation required” section on page 2.
After proper documentation and university inquiry, students may qualify for an exemption under the Housing Contract Exemption Policy.

THE ROOMMATE
For many international students studying in the U.S., it is their first experience living with a roommate. You need to know how American students view the roommate situation, what their expectations are, and what your rights are. To most Americans, living with another person during the college years is normal and to be expected. So, we have developed unspoken rules of etiquette for this situation. Sit down with your roommate in the first few days and talk about how you each like to live; whether you are messy or neat, quiet or noisy, etc. Try to lay down a few "ground rules" regarding visitors to the room, study time, sharing things, etc. You will find that your American roommate has tons of "stuff" and will, in most cases, be happy to share. However, if problems begin to develop, talk to your roommate at once. Don’t wait until you are angry. If you cannot get along with your roommate and feel that you can no longer live together, it is possible to go to the Office of Housing and Residence Life and request a change. If you have met another person and would like to room with that person, both of you need to go down and request the change together. In most cases changes are approved. Note: it is only possible to live with people of the same sex.
In many cases, this will be your roommate's first experience living and talking closely with someone from another country. Sometimes they may have silly questions, get your nation confused with another nearby country, or they may not even know where your country is located. Be patient with them and try to answer all of their questions. One of the benefits of your stay is that you will spread international awareness on the campus.

You will also find that your roommate can be an important source for information and aid. Not only do they know where most things are located on campus and in Kearney, but they know how to deal with the day-to-day problems that will crop up. So, if you have a question or are confused, BE SURE TO ASK!

Also, if your roommate extends an invitation to visit his/her home/family or friends, consider accepting. It is a great way to see other parts of the U.S. or Nebraska and gives you a view of the American family. If you are concerned about having some "alone time" in the dorms you should know that many UNK students go home for the weekends. If your roommate is a Nebraska resident, the chances are good that he or she will be home at least one weekend a month.

PRIVATE/OFF CAMPUS
Living off campus can have benefits. You may have more privacy, less noise, and it is easier to study. However living off campus also has drawbacks. Transportation becomes necessary and your bills can be higher. But once you have decided to live off campus in a private house or apartment, there are a few things you need to know in order to make the process of house hunting easier. First, you should know that most area landlords, particularly those around the campus, REQUIRE THAT YOU SIGN A ONE-YEAR LEASE. If you are not planning to stay an entire year, you must remember that you will lose your deposit usually one month's rent if you leave early and can be required to pay the rent for the entirety of your lease. If your lease is over or you are looking for somewhere to live for a little while before returning home, you can usually find fellow international students to stay with especially through the summer, as some students like to spend the summer traveling, studying or working before returning home. Finding an apartment can be a little difficult in Kearney. But, if you are patient and diligent you should be able to find something within a two-week period. Apartments within walking distance will cost you anywhere from $350 to $800 per month OFTEN plus utilities, depending on the area, the landlords, and the number of roommates you have.

BEFORE YOU SIGN A LEASE, READ and UNDERSTAND IT THOROUGHLY!! Make sure that you understand the language and if you don't ...... ask a friend to explain it to you. REMEMBER, leases are legally binding contracts and you will be expected to fulfill your obligations. Some important questions to ask include: Are the utilities electricity, water, gas included? What is the penalty for leaving early? Who is responsible for lawn care and repair of appliances? What are the rules for sub-letting? How many people can live in the apartment? Are pets allowed?

STAYING HEALTHY

THE DINING HALL
The UNK dining facility is varied. Depending on your meal plan, you will have a combination of meals and "Points" on your ID card to buy other items and occasional treats. Be careful that you don't spend all of your points during the first few days of the semester. It is best to eat on the meal plan and to use your points for snacks and treats.

UNK Dining Services brings an Award Winning "Pulse on Dining" to the University of Nebraska at Kearney. Students at UNK will Eat. Learn. Live. with the Dining Services' innovative Pulse on Dining beginning with the Fall semester of 2012. Pulse on Dining is an interactive, restaurant experience that will be located at THEMARKET@27th, formerly known as The Commons. UNK Dining experts will showcase a variety of dining options while incorporating UNK's own Balanced U, a proprietary holistic program which incorporates a healthy diet into an intelligent lifestyle for total well being.

UNK Dining Service asked students about the issues the new generation values most and their answers revealed a bold new concept was in order. Pulse on Dining is a program developed to provide lots of innovative options to Millennial Generation students. It is designed to become a virtual neighborhood of its own and features multiple concepts. Edgy and modern, yet friendly and home-like, the newly remodeled facility will deliver lots of "wow" and create an atmosphere that will engage students and encourage them to linger. The new concepts will center on fresh, nutritious food, often made to order and with lots more interaction between students and the host.

FOOD
If you choose to eat out on a regular basis, you should establish a budget because eating out can be costly. Even if you are living and eating on campus you should also buy some items for nighttime snacks, or in case you are not feeling well and are unable to go to the
HEALTH INSURANCE, MEDICAL TREATMENT AND FACILITIES

HEALTH INSURANCE: U.S. government regulations require that you have sufficient health insurance coverage for yourself and your dependents while in the United States. All UNK international students are required by university policy to purchase the medical insurance policy selected by the university if an approved waiver has not been submitted EACH SEMESTER. Minimum health insurance requirements include:

- $50,000 major medical
- $7,500 repatriation of remains
- $10,000 medical evacuation
- Deductible limit of $500

If no proof of insurance is submitted during check-in student will automatically be enrolled in UNK Student Insurance Program. Estimated cost for 2012 Fall $319.00 + per semester. Students seeking a waiver exemption from the UNK-Student Assurance health policy must show proof of alternative health insurance upon arrival each semester that MUST include the minimum requirements.

IMMUNIZATIONS

All students at UNK are required to have certain immunizations. You must meet Health requirements to study at UNK. All students must have a completed and submitted the Pre-Enrollment Health Requirement Form. Failure to return the completed form and required immunization records will result in the student’s inability to register for classes. Clarification of documentation that must be submitted to UNK Health Care by international students in order for a health care hold to be removed prior to arrival:

- A COPY of vaccination records showing 2 MMR measles, mumps, rubella vaccinations given after the student’s first birthday
- A completed pre-enrollment health form available at http://www.unk.edu/offices/studenthealth/Health_Care/
- Documentation of a Tuberculin Skin Test TST done within 1 month of anticipated arrival at UNK.

The TST must be translated to English and read in millimeters or in duration not just positive or negative. If the TST is reactive positive, the student must have a chest x-ray done and submit the report, in English. The students name must be included documented in each report.

Holds are placed on accounts the time of admission and are removed as the required documents are received.

STUDENT HEALTH CENTER  http://www.unk.edu/offices/studenthealth/Health_Care/ Email: unkhealth@unk.edu

The Student Health Center will be able to provide for most of your medical needs during your stay and is located in the Student Affairs building very close to all Residential Housing Halls. You must bring your UNK student ID when you visit the Student Health Center. Student Health is an on-campus walk in medical clinic for all students. Health Care’s registered nurses assess all students and schedule appointments with a nurse practitioner or physician as needed. Students paying the CHC fee are not charged for clinics visits in the Health Care clinic. Health Care contracts with physicians from a local primary care clinic for more complex procedures, laboratory and radiology services are available. Students evaluated at Health Care and referred to this offsite medical clinic with a written referral memo will not be charged for the office visit. If you are ill or injured, first go or contact the Student Health Center on campus. It is best to rely on health experts in the U.S. to refer you to the appropriate health care provider. NOTE: UNK Health Center Hours: Monday, Tuesday, Thursday & Friday from 8:30 a.m. - 4:00 p.m. / Wednesday from 9:00 a.m. - 4:00 p.m. and on Thursday from 8:30 a.m. - 6:00 p.m. The Health Care’s registered nurses assess all walk-in students and schedule appointments with a Nurse Practitioner as needed. When the UNK Health Care Clinic is closed and you become ill or injure yourself, if you live in the residence halls you should notify your Residence Hall Director or Resident Advisor. Whether you live on-campus or off-campus, if possible, wait until UNK Health Care opens again to be seen. If you become ill and urgently need medical consultation after hours, you may call the Medical Doctor on call for Kearney Clinic at 865-2141. Leave your name and telephone number with the answering service and your call will be returned. Also, an Emergency Department Registered Nurse at Good Samaritan Hospital may be consulted by calling 865-7100 and asking for the Emergency Department.

In the event of a health emergency you should be transported to the emergency department of Good Samaritan Hospital for treatment. If moving is inadvisable or if a life-threatening situation exists the Good Samaritan Emergency Medical Service unit can be summoned by calling 911. You can summon the UNK Police by calling 865-8517 or after 5:00 p.m., weekends and holidays call 627-4811 or 237-2104. You do not need to consult with the University Student Health Center if severe health risk is at stake. Likewise, if you are traveling outside of Kearney and need immediate medical attention, you should go to the health service in that area. ALWAYS KEEP YOUR MEDICAL INSURANCE CARD & DOCUMENTS WITH YOU ALONG PERSONAL IDENTIFICATION.
U.S. IMMIGRATION ISSUES

USCIS regulations have been established over the years and change occasionally which dramatically changes university reporting obligations to USCIS. This means universities no longer have discretion in what, how, and when we report enrollment activity to USCIS. An electronic tracking system known as SEVIS automatically collects and reports enrollment information to USCIS. Maintaining status is more critical than ever before. Upon your arrival in the U.S.A, you will receive an I-94 form which will indicate "duration of status" D/S. You will be asked to fill the I-94 document out on the Airline you fly to the USA on by the Steward. Read the instructions CAREFULLY! The D/S notation on the I-94 card means that you may remain in the U.S.A. as long as you maintain your "student status." If you come to the USA on a F-1 visa your official immigration document issued by UNK will be Form I-20AB; if you come on a J-1 visa your form will be a DS-2019. Each will reflect an "end date" by which time you should complete your intended study. SHOULD YOU WISH TO OR NEED TO REMAIN BEYOND THAT END DATE, YOU MUST CONSULT THE ISS STAFF ON PROCEDURES TO EXTEND YOUR STAY. To allow time for processing, contact the ISS Office in Welch Hall at least one month prior to the end date noted on your Form I-20 or DS-2019.

PROCEDURE FOR STATUS EXTENSION  Request one month prior to end date

F-1: You are eligible to request an extension of your program of study only if your Extension of time is approved by your UNK Academic Advisor and the ISS Office. All requests for extension must be reviewed and verified and are subject to approval. You must apply to ISS to request an extension. If your extension is approved, you will receive another new Form I-20 from ISS indicating the new ending date for your program.

J-1: You are eligible to request an extension of your program of study only if your academic objectives do not change and your Sponsoring Agency approves of the Extension of time. All requests for extension are subject to approval by both ISS and your home institution. You must apply to ISS to request an extension. If your exchange is extended, you will receive another new DS-2019 from ISS or your sponsoring Agency indicating the new ending date for your program.

MAINTENANCE OF IMMIGRATION STATUS

In order to maintain your status, you must be enrolled as a full-time student and making satisfactory progress. Generally, this means you must maintain a minimum course load of 12 hours if you are studying at the undergraduate level; only one online class counts to your full time requirement; graduate level study requires nine hours. The only exceptions to this rule are:

- **Academic Difficulties permitted only once per degree/program level** — check either a, b or c:
  - a. Student is in first semester and has difficulties with the English language or reading requirements
  - b. Student is unfamiliar with American teaching methods
  - c. Students was placed at an improper course level
- **Student holds Graduate Assistantship thru UNK Department**
- **Student is in final semester and needs fewer hours to complete program**
- **Medical reasons**  Note: In order to validate, attach official documentation from M.D.
- **Co-Enrollment at another school in the area**  * School name: __________ Return receipt of enrollment to ISS within 5 days * If participating in a UNK co-enrollment program, more than half of credit hours must be UNK courses. In order for classes to count towards the Full Time enrollment regulation, the class must be in your major area you must be regularly attending the class and will be required to submit proof of attendance.

Note: The USCIS does not consider financial difficulties as a valid reason for enrolling less than full time. Also, according to USCIS regulations, students who are not registered full time may not be employed.

You must consult THE ISS OFFICE in Welch Hall PRIOR to enrolling for less than full-time enrollment to assure that your enrollment meets USCIS regulatory requirements and to ensure that authorization for the less than full-time enrollment is registered with USCIS. Also, you must maintain satisfactory academic standing as defined in the university catalog.

REMAINING IN THE UNITED STATES AFTER COMPLETION OF YOUR STUDIES

Upon completion of your program students are eligible to remain in the United States on a "grace period" for a limited time:
60 days for F-1 students and 30 days for J-1 students.

If you plan on transferring to another institution for a higher level of education not offered at UNK you must apply and be approved prior to the end of your Grace Period.

If you wish to remain in the United States ONLY for tourist reasons after the allowed time, you must apply to change to a "B" visa non-immigrant status. To do so, you must submit the proper United States Citizenship and Immigration Services USCIS forms and fees and send it to the office having jurisdiction over UNK. THIS MUST BE SUBMITTED BEFORE THE EXPIRATION DATE ON YOUR FORM I-20 or DS-2010. Consult the ISS staff in Welch Hall for more details before you make your decision or you finalize your travel plans. For current fee information and wait time, please refer to the USCIS website: www.uscis.gov

VISA REQUIREMENTS FOR TEMPORARY DEPARTURES FROM THE U.S.A.

Once your entry status has been authorized by the USCIS, your visa does NOT need to remain valid unless you travel outside of the U.S.A. during the authorized period. You may leave and re-enter the U.S.A. during the period noted on your Form I-20 or Form DS-2019 to the number of authorized entries specified on the visa. It is assumed that such travel will not interfere with your studies. However, your Form I-20 or Form DS-2019 must be signed by the ISS Authorized staff prior to your departure from the USA, if you plan to return to continue your study. Without a signature you may be denied re-entry to the United States. NOTE: A VISA IS VALID IF THE DATE INDICATED ON THE VISA HAS NOT EXPIRED AND IF THE NUMBER OF ENTRIES ALLOWED BY THE VISA HAS NOT BEEN MET OR EXCEEDED. If your visa has expired, you must go to a U.S. embassy or consulate in your home country to obtain a new visa. The ISS office will prepare a letter for you to take to the US Consulate/embassy requesting that you be allowed to return to complete your program of study. It is the recommendation of this office that you take a UNK Transcript with you proving your student status at UNK.

You are cautioned that often there are delays to get a visa appointment so plan well in advance of your travel and visa appointments at consulates other than your home consulate is NOT a good idea. If denied you will be forced to travel to your home country and apply there.

EMPLOYMENT

Life in the U.S. can be expensive, and sometimes international students decide to get a job in order to have extra money to help their sponsor with the costs or to be able to gain experience travel. ON-CAMPUS employment is available to most all international students with a limit of 20 hours per week during classes and 40hrs during official school vacations/breaks. Campus jobs are easier to find in the beginning of the semester and get harder to find as the academic year goes on. The quickest place to look for employment is on the UNK Student Employment office website or office The Financial Aid Office or you may contact each UNK campus department directly to see if they have any current openings or if they know if one will be available in the near future. Before you begin looking for a job, Stop at Welch Hall and the ISS Office will check to be sure that you are legally allowed to work in the United States.

If you would like to work on campus: YOU need to bring a letter from the Department of the job offer to ISS Office in Welch Hall. ISS will provide you with a letter verifying your UNK student status and give you directions on how and where to apply for a Social Security card. Regulations governing employment for international students are different for J-1 students. Review the information below carefully as it pertains to your immigration status. International Students are not allowed to work off campus without Official Approved USCIS Work Authorization. Before anyone can work on campus or off campus, you will need to obtain a Social Security number by applying to the local Social Security office in Grand Island, NE. approximate 40 mile drive from UNK. Students will be required to present all appropriate documents, including: #1 Official letter from the Department that hired you on letterhead verifying the job offer, #2 Letter from ISS verifying your student status*, your Form I-20/ DS-2019, your passport with visa stamp, and your I-94 card and one other form of photo Identification student ID. It usually takes two weeks to receive a Social Security number.

USCIS recommends that students/visitors wait a MINIMUM of 10 days after entry to the USA and/or registration in the SEVIS system before applying for a Social Security Number. Please note, that you also must be enrolled in classes before you can apply for a social security number.

For F-1 Students:
OFF-CAMPUS employment can only be authorized by ISS if the work qualifies as Curricular Training. CPT is defined as an integral part of an established curriculum. Curricular practical training is an alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school. Students who have received one year or more of full time curricular practical training are ineligible for post-completion academic training.

OPT: Requires a recommendation by the ISS Office but requires USCIS Approval. Practical training may be authorized to an F-1 student who has been lawfully enrolled on a full time basis for one full academic year. A student becomes eligible for another 12 months of practical training when he or she changes to a higher educational level. Students in English language training programs are ineligible for practical training. An eligible student must request employment in a position that is directly related to his/her major area of study ONLY.
SEVERE ECONOMIC HARDSHIP: Requires a recommendation by the ISS Office but requires USCIS Approval. If employment opportunities are not available or are insufficient on campus, an eligible F-1 student may request off-campus employment work authorization based upon severe economic hardship caused by unforeseen circumstances beyond the student's control. These circumstances may include loss of financial support without fault on the part of the student, substantial fluctuations in the value of currency or exchange rate, inordinate increases in tuition and/or living costs, unexpected changes in the financial condition of the student's source of support, medical bills, or other substantial and unexpected expenses.

For J-1 Students:
OFF-CAMPUS employment can only be authorized by ISS if the work qualifies as academic training.

ACADEMIC TRAINING FOR J-1 EXCHANGE STUDENTS OFF-CAMPUS
Academic Training is defined as an internship or position off-campus either unpaid or paid that is integrally related to academic degree program objectives at your home institution. Academic training may significantly enhance your exchange experience. The training can be done concurrently with your academic exchange program or may follow the conclusion of your program. To secure permission for Academic training you should do the following:

- Make an appointment with the ISS Office to discuss Eligibility, details of application, deadlines and expectations. Present the following documents to ISS:
- A letter from you requesting permission for academic training. If seeking academic training following the conclusion of your academic program, the letter must also include a request for approval of extension of program dates. Your letter should explain your rationale for undertaking the training i.e., it should explain how this will enhance your educational exchange experience.
- A letter of support from your Academic Advisor at UNK outlining:
  1. The goals/objectives of the training program
  2. A description of the program including:
     a. Location
     b. Name/address of supervisor; projected hours per week
     c. Projected dates of training
     d. How this "academic training" relates to major field
  3. Why this "academic training" is an integral part of your program as an exchange visitor
- If applying for academic training subsequent to your academic program, you will need Confirmation email is acceptable from your home institution's international programs office that they support your extension.
- ISS approves/disapproves based on above criteria.

U. S. government regulations impose serious penalties for hiring anyone without proper documentation, which in the case of UNK exchange students, requires the letter of approval described above.

TAXATION
If you are authorized to work, you need not be subject to Social Security F.I.C.A. tax. You are subject to withholding and payment of federal and state income taxes unless exempted by a provision of a tax treaty with your home country. Income tax is deducted by employers for both federal and state purposes. Between January 1 and April 15, you must file federal and state income tax returns if you earned U.S. source income during the previous calendar year. In many cases, you may be entitled to a refund of some or all of the money withheld in taxes from your paycheck. Tax forms are available from banks, libraries and post offices after January 1. You can print the U.S. Individual Income Tax Return form 1040NR or 1040NR-EZ from the following website: http://www.irs.gov/pub/irs-pdf/i1040nr.pdf. Instructions can be found at http://www.irs.gov/instructions/i1040nr/index.html. You are also required to file IRS Form 8843. Please note that ISS is not authorized to provide tax advice although we can give advice on who may help you with this requirement.

INTRAMURAL SPORTS
Students can enhance their university experience by taking advantage of the intramural sports opportunities. A variety of recreational activities are offered through Intramural Sports, such as: basketball, flag football, soccer, racquetball, softball, tennis, volleyball, golf, disc golf, broomball, dodge ball, badminton, wrestling, and trap shooting. Champions receive the coveted Intramural Championship t-shirt.

LAST BUT NOT LEAST.
Culture Shock! What is it AND how do you prepare as a new incoming international students and student who are leaving to return to their home countries? The phenomenon is noticeable at all International Student Service Offices around the USA. Don't hesitate to contact an Advisor in Welch Hall if you see yourself or another international student in the descriptions below because we KNOW that Culture Shock is very real. To best explain Culture Shock information was copied from: http://en.wikipedia.org/wiki/Culture_shock
Honeymoon Stage:
During this period, the differences between the old and new culture are seen in a romantic light. For example, in moving to a new country, an individual might love the new food, the pace of life, and the locals' habits. During the first few weeks, most people are fascinated by the new culture. They associate with nationals who speak their language, and who are polite to the foreigners. This period is full of observations and new discoveries. Like most honeymoon periods, this stage eventually ends.

Negotiation phase
After some time, usually around three months, depending on the individual, differences between the old and new culture become apparent and may create anxiety. Excitement may eventually give way to unpleasant feelings of frustration and anger as one continues to experience unfavorable events that may be perceived as strange and offensive to one's cultural attitude. Language barriers, stark differences in public hygiene, traffic safety, and food accessibility may heighten the sense of disconnection from the surroundings. While being transferred into a different environment puts special pressure on communication skills, there are practical difficulties to overcome, such as your body disruption that often leads to insomnia and daylight drowsiness; adaptation of gut flora to different bacteria levels and concentrations in food and water; difficulty in seeking treatment for illness, as medicines may have different names from the native countries and the same active ingredients might be hard to recognize.

Still, the most important change in the period is communication: People adjusting to a new culture often feel lonely and homesick because they are not yet used to the new environment and meet people with whom they are not familiar every day. The language barrier may become a major obstacle in creating new relationships: special attention must be paid to ones and others' culture-specific body language signs, linguistic faux pas, conversation tone, linguistic nuances and customs, and false friends.

In the case of students studying abroad, some develop additional symptoms of loneliness that ultimately affect their lifestyles as a whole. Due to the strain of living in a different country without parental support, international students often feel anxious and feel more pressure while adjusting to new cultures—even more so when the cultural distances are wide, as patterns of logic and speech are different and a special emphasis is put on rhetoric.

Adjustment phase
Again, after some time, usually 6 to 12 months, one grows accustomed to the new culture and develops routines. One knows what to expect in most situations and the host country no longer feels all that new. One becomes concerned with basic living again, and things become more "normal". One starts to develop problem-solving skills for dealing with the culture and begins to accept the culture's ways with a positive attitude. The culture begins to make sense, and negative reactions and responses to the culture are reduced.

Mastery phase
In the mastery stage assignees are able to participate fully and comfortably in the host culture. Mastery does not mean total conversion; people often keep many traits from their earlier culture, such as accents and languages. It is often referred to as the biculturalism stage.

Reverse Culture Shock  a.k.a. "Re-entry Shock", or "own culture shock" may take place — returning to one's home culture after growing accustomed to a new one can produce the same effects as described above. This results from the psychosomatic and psychological consequences of the readjustment process to the primary culture. The affected person often finds this more surprising and difficult to deal with than the original culture shock. This phenomenon, the reactions that members of the re-entered culture exhibit toward the re-entrant, and the inevitability of the two are encapsulated in the saying "you can't go home again," first coined by Thomas Wolfe in his book of that title.

Outcomes
There are three basic outcomes of the Adjustment Phase:

• Some people find it impossible to accept the foreign culture and integrate. They isolate themselves from the host country's environment, which they come to perceive as hostile, withdraw and see return to their own culture as the only way out. These "Rejectors" also have the greatest problems re-integrating back home after return.

• Some people integrate fully and take on all parts of the host culture while losing their original identity. They normally remain in the host country forever. This group is sometimes known as "Adopters".

• Some people manage to adapt to the aspects of the host culture they see as positive, while keeping some of their own and creating their unique blend. They have no major problems returning home or relocating elsewhere. This group can be thought to be somewhat cosmopolitan.

Culture shock has many different effects, time spans, and degrees of severity. Many people are handicapped by its presence and do not recognize what is bothering them.

Transition shock
Culture shock is a subcategory of a more universal construct called transition shock. Transition shock is a state of loss and disorientation predicated by a change in one's familiar environment which requires adjustment. There are many symptoms of transition shock, some which include:
• Excessive concern over cleanliness and health
• Feelings of helplessness and withdrawal
• Irritability
• Anger
• Glazed stare
• Desire for home and old friends
• Physiological stress reactions
• Homesickness
• Boredom
• Withdrawal
• Getting “stuck” on one thing
• Suicidal or fatalistic thoughts
• Excessive sleep
• Compulsive eating/drinking/weight gain
• Stereotyping host nationals
• Hostility towards host nationals

These stages are present at different times and each person has their own way of reacting in the stages of culture shock. As a consequence, some stages will be longer and more difficult than others. Many factors contribute to the duration and effects of culture shock. For example, the individual's state of mental health, type of personality, previous experiences, socio-economic conditions, familiarity with the language, family and/or social support systems, and level of education. Still, we can compare this to “Information Overload” the same as a computer can respond to a huge amount of data .... It refers to the difficulty a person can have understanding an issue and making decisions that can be caused by the presence of too much information.

Slang and Idioms

He/She is always running off at the mouth = means they are talking too much
He drinks too much and is always plastered on the weekend. = means the person is intoxicated or drunk on the weekend
It takes a lot of guts to give the professor your true opinion. = means it takes a lot of courage
Get your paws off of my body = means hands
I want to veg out in front of the television this evening. = means it takes a lot of courage
My roommate is a jock for the basketball team = good athlete
Let's go to the restaurant and pig out. = means eating a lot or over eat
I almost fell asleep during the test after an all-nighter. = after studying all night
He barfed all over his dorm room. = means he vomited all over
He is a couch potato. = means he is a lazy person
Let's look at the bill and find out the damages. = means the cost
That issue is really eating at me. = means it is bothering me
The pen and pencil set is a freebie. = means it is free no cost
Where can I get some grub? = means a term for food
You need to hang tough on that decision. = means to be determined
If you want to get into the game, you have to show your I.D. = means to show your identification card
He's a quite a jock. = means he is a good athlete
Don't knock it unless you've tried it. = means to criticize it
He's really lame. = means he is incompetent
Don't make waves if you don't have to. = means don't cause problems
I nuked the popcorn. = means cooking something in the microwave
Joan is famous for pigging out on chocolate ice cream. = means eating too much
That guy in that lane is a real road hog. = means he takes up too much of the road
Don't lose your money in some kind of scam. = means a swindle or untruthful way to obtain something
He's been constantly up since he met his new girlfriend = means he has been in a good mood
She's giving off really good vibes. = means feelings
He's totally wasted. = means high on drugs or alcohol
This hot dog is yukky. = means bad
He knows zip about what he's saying. = knows nothing

R.S.V.P. = a reply is required telling whether or not you can attend a function to which you have received an invitation

Packed like sardines: If a place is extremely crowded, people are packed like sardines, or packed in like sardines.
Paddle your own canoe: If you paddle your own canoe, you do things for yourself without outside help.
Pain in the neck: If someone is very annoying and always disturbing you, they are a pain in the neck. Pain in the butt
Paint the town red: If you go out for a night out with lots of fun and drinking, you paint the town red.
Paint yourself into a corner: If someone paints themselves into a corner, they get themselves into a mess.
Pet Peeve: A pet peeve is something that irritates an individual greatly.
Pick up the tab: A person who pays for everyone picks up the cost
Pot calling the kettle black: If someone criticizes a person for something that they themselves do, then it is a case of the pot calling the kettle black.
Pot-luck: A meal cooked outdoors over a charcoal or gas grill
Pull someone's leg: If you pull someone's leg, you tease them, but not maliciously.
Pull strings: If you pull strings, you use contacts you have got to help you get what you want.
Put up or shut up: ’Put up or shut up’ means you do something you are talking about or not to talk about it any more.

Air-head = a very forgetful person
ASAP = as soon as possible
BBQ = barbecue, a meal cooked outdoors over a charcoal or gas grill
Bombed = intoxicated by alcohol, drunk
Booze = alcohol, liquor
Buck = one dollar
Bummer = an unpleasant experience
Burned out = completely exhausted, usually from stress and overwork
Busted = to be caught by the police
By the skin of your teeth = just barely
Cool = agreeable, okay, nice, in style
Cop = a police officer
Crash = to collapse or go to sleep, or to show up at a party without an invitation
Diss = to criticize, speak disrespectfully about someone
Ditched = to be left or abandoned
Don't even go there = don't touch the subject, as in mind your own business
Down to earth = practical, simple, natural
Drive up the wall = to irritate, as in "He's driving me up the wall"
Dude = a man OR Dudette = a woman
Freak out = to lose control of one's feelings, panic
Get under one's skin = to bother, annoy
Give a ring = to telephone
Give the cold shoulder = ignore
Go Dutch = each person pays for his/her own meal
Good to go = ready, all taken care of
Goofing off = not doing what you're supposed to be doing
Greek = member of a fraternity (men) or sorority (women) which are social for college students
Gross = something crude, disgusting or unpleasant
Grossed out = made to feel uneasy because of something unpleasant
Hang in there = keep trying, don't get discouraged
Hang or Hang out = to be together with a group of friends
Hangover = the physical effects of heavy drinking | headache
Hang-ups = personal concerns or adjustment problems
Have cold feet = be scared, fearful, change one's mind
Have the blues = to feel depressed or sad
High = elated, extremely happy, or under the effects of drugs or alcohol
Hit the books = to study
Hit the road = to leave
Hit the sack = go to bed/sleep
Hung up --to be personally conflicted over a problem
In a nutshell --very briefly and concisely
In hot water --in trouble
Lingo --language, way of speaking
Loaded --intoxicated by alcohol
Off one's rocker --crazy, losing one's mind
On the house --free of charge, no cost
Once in a blue moon --infrequently, rarely
Oops! --said after a small mistake
Out of it --preoccupied, one's mind is on something else
Out of one's mind or head --going crazy, feeling overwhelmed
Pass the buck --transfer responsibility to someone else, avoid responsibility
Piece of cake --easy or effortless
Pig out --to overeat
Psyched up --to be mentally and emotionally prepared for something
Pulling one's leg --to tease, joke, kid around
Rip off --to charge an exorbitant price for an item or to steal
Roll up one's sleeves --take control, dive into the work
Screwed up --confused
See eye to eye --have the same opinion
Shook up --upset
Shoot the breeze --chat, talk casually
Soda --sweet carbonated beverage such as Coke or Pepsi, also called "pop".
Spacey, spaced out --not clear-headed or logical, in a daze
Spill the beans --reveal a secret
Take a rain-check --do it another time, postpone
Take for granted --to assume
Ticked off --to be angry, furious "pissed off" is a more vulgar version
To be into something --to be very interested in or concerned with something
Tops, the max --the best
Turn over a new leaf --adopt a new direction or better course of conduct
You're all set --you're all done, you're ready
Wasted --an extreme lack of energy from stress or overwork, or from the influence of drugs or alcohol
What's up? --How are you? What's happening? What's new?
Wicked --cool, nice, in style
Wrecked --exhausted
Zero in on --focus or concentrate on

BK --Burger King, a fast-food restaurant
KFC --Kentucky Fried Chicken, a fast-food restaurant
Mickey D's --McDonald's, a fast food restaurant

Academic terms
• to cut class: skip class without a legitimate reason
• to drop a class: withdraw from a course
• essay exam: a type of exam that requires a long written response
• extension: 1. a 4-digit phone number at the College, 2. a deadline extension, i.e. extra time to finish an assignment
• F.A.: faculty adviser, a faculty member assigned to each student who helps to plan a general education program
• I.A.: international adviser, for students who have lived in two different cultures
• pop quiz, pop test: unexpected, unscheduled
• exam quiz: short test
• seminar: small classes involving student discussions, usually held once a week
• syllabus: schedule for class meetings and assignments
• voice mail: voice message system on personal telephones
• Grade Point Average (GPA)—A student's average for the semester.
Letter grades (A, B, C, D, and F) are converted to points (A=4, B=3, C=2, D=1) and averaged to determine the GPA.
Academic Adviser: A member of a college faculty who helps and advises students solely on academic matters.

Academic Year: The period of formal instruction, usually August to May.

Accreditation: Approval of colleges and universities by nationally recognized professional associations or regional accrediting bodies.

Add/Drop: A process at the beginning of the term whereby students can delete or add classes with an instructor's permission.

Assistantship: A study grant of financial assistance to a graduate student that is offered in return for certain services in teaching or laboratory supervision as a teaching assistant, or for services in research as a research assistant.

Attestation: Official affirmation that a document is genuine. Usually signed by a recognized expert or witness.

Audit: To take a class without receiving credit toward a degree.

Campus: The land on which the buildings of a college or university are located.

Coed: A university that admits both men and women; also refers to a dormitory that houses both men and women.

College Catalog: An official publication giving information about a university's academic programs, facilities requirements, and student life.

Course Load: The number of courses or credits taken in a specific term.

Culture Shock: The mental shock of adjusting to a new country and a new culture, which may be dramatically different from one's own.

Dean: Director or highest authority within a certain professional school or college of a university.

Electives: Courses that students may choose to take for credit toward their intended degree, as distinguished from courses that they are required to take.

Extracurricular Activities: Nonacademic activities undertaken outside university courses.

Faculty: The members of the teaching staff, and occasionally the administrative staff, of an educational institution. The faculty is responsible for designing the plans of study offered by the institution.

Fees: An amount charged by universities, in addition to tuition, to cover costs of institutional services.

Freshman: A first-year student at a secondary school, college, or university.

Incomplete: A designation given in lieu of a grade for a course that has not been completed (with permission). The student will be given a specified period for completion of the coursework, after which an "F" (a failing grade) will result.

Independent Study: Official coursework undertaken outside a classroom setting. It will usually be monitored by an instructor.

International Revenue Service (IRS): The U.S. government body that oversees the collection of income taxes.

International Student Advisor (ISA): The person at a university who is in charge of providing information and guidance to international students in such areas as government regulations, visas, academic regulations, social customs, language, financial or housing problems, travel plans, insurance, and legal matters.

Internship: Placement of a student in a work environment in order to acquire professional experience.

Junior: A third-year student at a college or university.

Lease: A legal document to show an agreement between the owner (landlord) and the renter of an apartment or other property.

Lecture: Common method of instruction in university courses; a professor lectures in classes of 20 to several hundred students.

Liberal Arts: A term referring to academic studies of subjects in the humanities, the social sciences, and the sciences. Also called "liberal arts and sciences" or "arts and sciences."

Major: The subject of study in which a student wishes to concentrate.

Master's Degree: Degree awarded upon completion of academic requirements that usually include a minimum of one year's study beyond the bachelor's degree.

Midterm Exam: An exam administered after half the academic term has passed that covers all class material studied until that point.

Minor: A subject in which the student takes the second greatest concentration of courses.

Non-resident: A student who does not meet the residence requirements of the state. Tuition fees and admission policies may differ for residents and nonresidents. International students are usually classified as nonresidents, and there is little possibility of changing to resident status at a later date for tuition purposes.

Notarization: The certification of a document (or a statement or signature) as authentic and true by a public official (known in the United States as a "notary public") or a lawyer who is also a commissioner of oaths.

Plagiarism: The use of another person's words or ideas as your own.

Prerequisite: A course that a student is required to complete before being permitted to enroll in a more advanced program or course.

Registration: Process through which students select courses to be taken during a semester.

Resident assistant (RA): A person who assists the residence hall director in campus dormitories and is usually the first point of contact for students with problems or queries regarding dorm life. RAs are usually students at the college who receive free
accommodation and other benefits in return for their services.

**Reverse Culture Shock:** The culture shock an individual experiences upon returning to their home country after living abroad.

**Scholarship:** Financial aid, usually given at the undergraduate level that may take the form of a waiver of tuition and/or fees.

**Semester:** Period of study lasting approximately 15 to 16 weeks or one-half the academic year.

**Senior:** A fourth-year student at a secondary school, college, or university.

**Social Security Number:** A number issued to people by the U.S. government for payroll deductions.

**Sophomore:** A second-year student at a secondary school, college, or university.

**Transcript:** A certified copy (see "Notarization") of a student’s educational record.

**Tuition:** The money an institution charges for instruction and training (does not include the cost of books).

**Undergraduate Studies:** Two-year or four-year programs at a college or university, undertaken after secondary school graduation and leading to the associate or bachelor's degree.

**Withdrawal:** The administrative procedure of dropping a course or leaving a university.

**Zip code:** A series of numbers in mailing addresses that designate postal delivery districts in the United States.

**Don’t be embarrassed!**

Most Americans are impressed that you know more than one language. The thought of coming to your native country and taking classes at a university is overwhelming to most. They will enjoy helping you learn the language and will find your questions with slang and idioms quite interesting.

**Conversions**

- 1 km = 0.6214 mile
- 1 mile = 1.6093 km
- 1 inch = 2.54 cm
- 1 foot = 12 inches = 0.3048 m
- 1 yard = 3 feet = 0.9144 m
- 1 acre = 4046.48 square meters
- 1 U.S. gallon = 3.7854 l
- 1 l = 1 cubic dm = 2642 U.S. gal
- 1 U.S. gallon = 2 quarts = 8 pints = 16 cups = 128 fluid oz.
- 1 teaspoon tsp. = 5 ml
- 3 teaspoons = 1 tablespoon tbs.
- 16 tbs. = 1 cup
- 1 kg = 2.2046 lb.
- 1 ounce oz. = 28.350 g
- 1 pound lb. = 16 oz. = 0.4356 kg
- 1 mph mile per hour = 1.6093 km/h
- Degrees Celsius = degrees Fahrenheit - 32 × 5/9
- Degrees Fahrenheit = degrees Celsius × 9/5 + 32
- 20 degrees Celsius is about 70 degrees Fahrenheit
- 100 degrees Fahrenheit is normal body temperature
- 32 degrees Fahrenheit is the freezing point of water
- Standard U.S. electric current is 110-120V and 60Hz.
Appendix 18

Overview of the Importance of English Education in South Korea

The size of the English educational market in South Korea

The size of the educational market in South Korea has consistently grown since the Ministry of Education and Human Resources Development changed the grade students begin to learn English from the first year of junior high to the third year of elementary school in 1997. According to a South Korean publisher, Yonhap News Agency (2010, p. 1), "...spending on private education for elementary, middle and high school students amounted to an estimated 21.6 trillion won (US $18.8 billion) in 2009, up 3.4 percent in 2010." Based on the above statistical information, South Korea might spend approximately $19.44 billion for private education in 2010. The US Department of State stated "the annual budget of South Korea was $227.2 billion in 2009." Comparing to the 2009 private education expense to the annual budget of South Korean government shows the significance of the dollars South Korea invested in private education in 2009, and it shows the importance the South Korean government places on the educational sector.

The next section discusses how much South Korea spends on English education. The article, the English Frenzy in Korea by KBS (2008) said, "The scope of the English-language education market in Korea reaches 4-5 trillion won (approximately 3.697 billion U.S. dollars) annually, including private institutes, textbooks and overseas language programs. In 2008, the Ministry of Education and Human Resources Development estimated that the official number of English-language private institutes nationwide surpassed 3,000. But people in the private education industry say the actual number of private English institutes nationwide is at least 10,000, with their profits exceeding 2 trillion won (approximately 1.848 billion U.S dollars)." Because the above article was published in 2008, the size of the English educational market in South Korea is likely much larger now. Comparing the approximate 2010 South Korea private education budget (US $19.44 billion = (US $18.8 billion + (US$18.8 * 3.4%))) to the 2008 English-language education market (US $3.697 billion) in South Korea, South Korea spent approximately 19% of its private education budget on English-language education between 2008 and 2010. Moreover, many unreported educational costs could have come out of pocket from South Korean government and families. Therefore, large amounts of money are being spent on English education in South Korea now.

The expense of studying English in South Korea

Many South Korean students spend $3,600 or more to study English for a year. According to Mailillo, a South Korea daily newspaper, "Three out of five college students are willing to have private educational programs after finishing the classes. They spend $300 per month to take English and other classes" (Kim, 2009, p. 1). Some junior or senior students would like to study abroad in America, Australia, England, and New Zealand. They will spend at least $10,000 for tuition and living expenses for six months or more. Korea Broadcasting System (2008, p. 1) said, "The amount of private tutoring costs paid by students for overseas language courses or for studying TOEFL and TOEIC in order to find a job is enormous as well. After polling 2,348 college seniors, the School of Education of Ewha Women's University found that each of the respondents spent 12.61 million won ($11,714.69) over four years on
average on private education in order to find a job. Of that, 11.94 million won ($11,092.26) was spent studying English." The above articles also describe how many college students want to go to English speaking countries to achieve a higher level of English skills.

Some students would stay in South Korea and register at English institutes, such as Wall-Street Institute, SDA Institute, Global Institute, YBM, and Hackers, which are renowned in South Korea. Most English speaking institutes charge $200 per month. However, TOFEL or TOEIC institutes, such as Hackers and YBM, charge $550 a month. If a student attends both institutes, he or she will pay at least $800 a month in South Korea. An exchange student from Chung-Ang University, Jihye-An, said, "Even though I went to both institutes, I am still struggling to speak English. I think South Korea has the best institutes for studying TOFEL and TOEIC." I talked to other students about this concern, and they also had the same thoughts as Jihye-An.

In addition, as previously stated, most conglomerate corporations require English proficiency tests, such as TOEIC, TOEFL, TEPS, and OPI (Oral Proficiency Interview), and all applicants should take both tests before applying for their jobs. The costs of both tests are $100. If a student takes the tests at least two or three times, the student will pay $200 or $300 for each of those tests.
Appendix 19
South Korea Partnership Universities and High Schools

• Chung-Ang University
• Cheongju University
• Daejin University
• Dongguk University
• Ewha University
• Gachon University
• Hankuk University of Foreign Study
• Hanyang University
• In-Ha High School
• In-Ha University
• Jeju National University
• Korea Aerospace University
• Korea University
• Kumoh National Institute of Technology
• Kwangwoon University
• Kyunghee University
• Kyungsung University
• Mokpo National University
• Pukyong National University
• Sangmyung University
• Sejong University
• Soongsil University
• Yeungnam University
Appendix 20
Hanyang University Summer Faculty-Led Program

Hanyang University, a UNK partner institution in Seoul, South Korea, invites UNK faculty members and students to participate in the Hanyang International Summer School.

Program dates: July 3, 2012 to July 27, 2012, but may be subject to change.

UNK faculty members will deliver a course(s) of their interest to both UNK students and other international students participating in the Hanyang International Summer School.

Hanyang University will provide:
- UNK faculty members with a salary, round-trip airfare, free lodging, free cultural activities.
- UNK students with a tuition waiver for the classes they take in the program and free lodging.
- UNK can send 4-6 UNK faculty members to Hanyang University every year.

Each UNK college can send at least one faculty member per year. Department Chairs may nominate faculty participants by signing their application forms. A committee consisting of one rep from each UNK college and one rep from the Office of International Education will select the applicants.

Program Requirements:

Faculty: To qualify, each participating UNK faculty member must:
- Bring 5 UNK students on the program and function as their ‘faculty leader’ during the trip.
- Have a program application signed by their Chair or Dean.

Students: Students must:
- Have an application signed by the ‘faculty leader’ who is inviting them to participate.
- Complete and submit a UNK Study Abroad Application and fee at the Study Abroad Office (Welch Hall #104).
- Complete the Hanyang University on-line application found at: (http://www.hanyang.ac.kr/code_html/HHDE/index.html)

Participant responsibilities:
- Faculty will apply for their own visa (see instruction sheet in this packet) and passport and pay for any associated application fees.
- Faculty will book and buy their own round-trip ticket and be reimbursed by Hanyang University after they arrive in Korea, and pay for their own food.
- Students will book and pay for their own air ticket and pay for their own food.
- Students with American citizenship do not need a visa to enter South Korea. UNK students who are not US citizens should consult with the South Korea Consulate in Chicago to determine the visa requirements for their home country.
- Food and meal prices in South Korea are approximately the same as in the USA.
- Faculty should only submit an application if they are reasonably sure that they can find 5 students to join them on the trip.
- Student participants are chosen by each ‘faculty leader’ by the act of signing students’ application forms (available on the web). In this way, a faculty member can finalize the required list of 5 students to accompany him/her on the program.
- Before signing the student application, the UNK faculty member must ensure that the student has secured the required written permission to transfer credits for the Hanyang courses to UNK (from the Department Chair or Registrar).
- Or that the student has signed the statement that indicates they understand that their courses will not transfer back to UNK (both of these statements are at the end of the UNK Summer Abroad application form).
- All students and faculty applicants must sign the UNK Study Abroad forms in the application packet and submit them to the Study Abroad Office in Welch Hall by the deadline indicated.

**Deadlines:**

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 15</td>
<td>Faculty application &amp; other forms signed by Chair and Dean and submitted to OIE</td>
</tr>
<tr>
<td>April 31</td>
<td>Faculty acceptance notification</td>
</tr>
<tr>
<td>May 1</td>
<td>Student applications &amp; other forms signed by ‘faculty leader’ and students and submitted to OIE</td>
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Appendix 21
History of the 1+2+1 Program (Chinese)

Introduction of 1+2+1 Dual Degree Program

The Government of the United States of America and the Government of the People’s Republic of China signed an agreement in Beijing, China on March 28, 2000 regarding educational cooperation and exchanges between the two countries. This agreement was renewed in 2006 in Washington D.C. The Agreement states that both countries agree to encourage the mutual recognition of degrees and credits from recognized higher institutions, and to promote research on recognition of the equivalency of the degrees between the two countries.

Inspired by the Agreement, China Educational Association for International Exchange (CEAIE), China Center for International Educational Exchange (CCIEE), and the American Association of State Colleges and Universities (AASCU) started the “Sino-American 1+2+1 Dual Degree Program” in March 2001. Currently, there are approximately 103 universities in China and the United States participating in this program. The “Sino-American 1+2+1 Dual Degree Program” has become one of the largest educational cooperative programs between the two countries, and it has established a strong educational exchange platform for cooperation between universities in China and the United States.

In order to meet the needs of the development of society and economy in China, and to train more international professionals, the Chinese center for International Educational Exchange CCIEE in China and the Association of American State Colleges and University in the United States agree to work together with their member academic institutions to develop an academic program called the 1-2-1 dual degree program. This program referred as the 1+2+1 program.

The 1+2+1 program definitions

Based upon mutual agreement, the 1+2+1 program is defined as follows:

1. One year of study will be defined as equivalent to approximately 30 semester hours in the credit system of U.S. partner universities.
2. During the first year of the program, Chinese students will complete their freshmen year in one of the Chinese partner universities.
3. In the second and third years of the program, Chinese students will travel to the United States to complete their sophomore and junior years at one of the United States partner universities (only AASCU member institutions).
4. In the fourth year of the program, students will return to China to finish their senior year at the Chinese partner university. Students completing all requirements of the program will be granted bachelor’s degrees from both the U.S. partner university and the Chinese partner university.
5. All 1+2+1 Program academic decisions are to be made solely between the U.S. and Chinese partner universities in cooperation with CCIEE and AASCU.

The 1+2+1 Program involves two levels of study: undergraduate study and the graduate program. The undergraduate program started in 2001 and has followed the above pattern. The graduate program started in 2003. First-year graduate students are selected from Chinese universities to spend their second and third academic semesters studying in the
AASCU partner universities in the United States. They return to their Chinese universities for
the last academic year. Qualified students will be granted diplomas and masters' degrees
from both Chinese and U.S. universities.

History of US Education Without Borders (Chinese)

Introduction of US Education without Border

US Education without Borders, an Iowa based education & culture consulting institute, has
been working with both American and Chinese students for culture exchange programs.

The mission is to help students between two countries to understand and respect each
other better by providing culture and education exchange opportunities. Introducing US
universities/colleges to Chinese students has been one of the priorities.

Partnered with some Chinese culture and education exchange groups, US Education
Without Borders has introduced UNK to Chinese schools and students, and have received
great response due to UNK's education quality and attractive tuition costs. The students
who pass the program-entrance exam (A TOEFL-like English level exam) arrive in the
following fall semester. By agreement, the students will pay one-year of tuition in advance.
They will study at UNK for four years. The students realize that they will need to pass UNK's
English Level Exam in order to take BA course when they come to UNK; otherwise, they will
need to take ESL courses, and pass the exam before starting BA courses.

Each applicant is evaluated by checking his/her last three years school’s transcripts, TOEFL
test, English level exam, face-to-face interview, and the recommendations from his/her
teachers. We have selected top-level students from a large number of candidates. Our goal
is to select more than 30 qualified students for UNK's programs in the coming year.

UNK does not require the students have to pass the TOEFL exam before they can apply UNK.
However, the student who are apply for the US Education without Border four year
program at UNK must take the institution TOEFL - English level exam (the sample of UNK
language institute have provided) while they are in China. They must pass UNK's English
language institute TOEFL exam in order to take BA course at UNK; otherwise they will need
to take ELI courses, and pass the exam before starting BA courses. All students pay UNK
one-year tuition in advance through the US Education without Border program office. The
students must study at UNK for next four years, and cannot transfer to another university.
### Appendix 22
Facebook Ad Campaign Results

<table>
<thead>
<tr>
<th>Market</th>
<th>Date</th>
<th>Appeared on someone’s FB page</th>
<th>Someone Clicked on the Ad</th>
<th>Average daily Visits to unk.edu/inter national</th>
<th>Inquiries via web or email</th>
<th>Applications received from market area</th>
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</thead>
<tbody>
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<td>(Before FB Ad)</td>
<td></td>
<td></td>
<td></td>
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<td>Oct 24-30, 2011</td>
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<td>Nov 1-8, 2011</td>
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Appendix 23

SETTING NEW FIVE-YEAR STRATEGIC ENROLLMENT GOALS
FOR
THE UNIVERSITY OF NEBRASKA AT KEARNEY
2011 - 2016

The members of the EMC Steering Committee have been carefully reviewing key performance indicators related to the UNK Strategic Enrollment Plan developed in 2009. In addition, the committee has reviewed the recently updated NU Regents Strategic Planning Framework 2010-2013 Accountability Measures document. Members of the committee have also been working with the Noel-Levitz consultant tasked with developing a new Strategic Student Success Plan. As a result of this work the EMC Steering committee recommends that the full UNK Enrollment Management Council endorse the following new Five-Year Strategic Enrollment Goals for UNK designed to guide enrollment growth at UNK into the 2016-2017 academic year.

Revised Five-year Strategic Enrollment Goals (Benchmark year 2011)

The empirically defined top five-year Strategic Enrollment Goals for 2016 follow:

2. Increase overall university enrollment to 7,648.
   - Net increase of 420 undergraduate and 128 graduate students over 2011 figures
   - Increase enrollment of nonresident domestic students to 979.
   - Net increase of 28 undergraduate nonresident domestic and 41 graduate nonresident domestic students over 2011 figures

3. Increase the number of international students overall by 7.2 percent each year.

4. Net increase of 199 international students to 680

5. Increase the number of first time, full time degree seeking international students from 69 to at least 74

4. Increase enrollment of first-time, full-time degree seeking students to 1,200.
   - Increase of 13.5 percent
   - Net increase of 142

5. Increase enrollment of new transfer students to 444.

6. Net increase of 31
7. Increase graduate students to 1,786.
8. Maintain 23.4 percent of student body
9. Net increase of 128
10. Increase racial and ethnic diversity of the student body to 10 percent.
   • Net increase of 129 students
   • 10 percent of student body will be 765, compared to current 9 percent
11. Reduce first to second year attrition rate to 15% and second to third year attrition rate to 7.5%
12. *Increase 4 year graduation rate to 24% and 6 year graduation rate to 66%
6. Increase enrollment of Nebraska students ranked in the top 25 percent of their high school class.
7. Increase enrollment of first-time Nebraska freshmen ranked in the top quartile of their high school class from 37 percent in 2011 to 50 percent or greater.

13. *The 4 year graduation goal will be achieved by 2020 and the 6 year graduation goal will be achieved by 2022.

Rationale for Revisions
14. Aligns with Regents Accountability Measure for Enrollment (1-b-i), University of Nebraska at Kearney Phase I Strategic Plan (obj. 5) and Phase II Strategic Enrollment Plan
15. If achieved would result in annual growth of 1.5% at both undergraduate and graduate student levels. An achievable goal.
16. Aligns with Regents Accountability Measure for Nonresident Enrollment (3-c-i), University of Nebraska at Kearney Phase I Strategic Plan (obj. 5) and Phase II Strategic Enrollment Plan
17. If achieved would result in annual growth of 1.5% at both undergraduate and graduate levels and 12.8% of total student body a lowering of our goal of 15.5% from 2009. An achievable goal.
18. Aligns with Regents Accountability Measure for overall International Student Head count Enrollment (3-d-ii), University of Nebraska at Kearney Phase I Strategic Plan (obj. 5) and Phase II Strategic Enrollment Plan
19. If achieved would result in an increase of international students in both the overall head count enrollment category at 7.2% per year and degree seeking category at 1.5% per year. The overall head count enrollment goal is ambitious.
20. Aligns with University of Nebraska at Kearney Phase I Strategic Plan (obj. 5) and Phase II Strategic Enrollment Plan
21. This reflects a decrease of 2009 SEP goal of 40% growth for first time full time degree seeking students to annual growth of 2.5%. A more realistic goal.

22. Aligns with University of Nebraska at Kearney Phase I Strategic Plan (obj. 5) and Phase II Strategic Enrollment Plan.

23. This reflects a decrease of 2009 goal to grow transfer students to 475 to annual growth of 1.5%. A more realistic goal.

24. Aligns with University of Nebraska at Kearney Phase I Strategic Plan (obj. 5) and Phase II Strategic Enrollment Plan.

25. Would result in 1.5% annual growth.

26. Aligns with University of Nebraska at Kearney Phase I Strategic Plan (obj. 5) and Phase II Strategic Enrollment Plan.

27. Reflects an increase in 2009 SEP goal from 9% of student body to 10%. A realistic goal given our changing demographics in central Nebraska.

28. Aligns with Regents Accountability Measure for Enrollment (1-b-i) and Phase II Strategic Enrollment Plan.

29. Reflects expected improvements thru the use of a variety of strategies recommended by Noel-Levitz and the UNK Student Success Committee.

30. Aligns with Regents Accountability Measure for Graduation Rates (1-b-iii) and Phase II Strategic Enrollment Plan.

31. Reflects expected long term improvements thru the use of a variety of strategies recommended by Noel-Levitz and the UNK Student Success Committee.

32. Aligns with Regents Accountability Measure for Nebraska Top 25% (3-b-i), University of Nebraska at Kearney Phase I Strategic Plan (obj. 5) and Phase II SEP Plan.

33. Reasonable goal given our steady improvement in the overall academic quality of our freshman classes.

Five-year Strategic Enrollment Goals (set in 2009 as part of the original SEP)

The empirically defined top five-year Strategic Enrollment Goals for 2014 follow:

a. Increase overall university enrollment to 7,154.

Net increase of 477 undergraduate and 134 graduate over 2008 figures

1. Expand geographic representation (out-of-state) of student body to 15.5 percent. 15.5 percent of student body will be 1,107, compared to current 9.55 percent.

2. Increase the number of international students to comprise 15 percent of the student body.
15 percent of student body will be 1,073, compared to current 9 percent.

3. Increase enrollment of first-time, full-time degree seeking students to 1,400.
   Increase of 40 percent
   Net increase of 355

4. Increase enrollment of new transfer students to 475.
   Net increase of 183

5. Increase graduate students to 1,573 students.
   Maintain 22 percent of student body
   Net increase of 134

6. Increase racial and ethnic diversity of the student body to 9 percent.
   Net increase of 266 students
   9 percent of student body will be 644, compared to current 5.78 percent

7. Improve undergraduate retention rate (To Be Determined).
   Assigned to Retention Team to assist with recommendation.

8. Improve the six-year graduation rate (To Be Determined).
   Assigned to Retention Team to assist with recommendation.
## Appendix 23a

### November 2011, World Affairs Conference

**Survey Results**

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<tr>
<th>I am a</th>
<th>student</th>
<th>staff</th>
<th>faculty</th>
<th>community member</th>
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<td>13</td>
<td>5</td>
<td>35-44</td>
</tr>
<tr>
<td>35+</td>
<td>3</td>
<td>16</td>
<td>18</td>
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<table>
<thead>
<tr>
<th>As student, my attendance was</th>
<th>required w/extra credit</th>
<th>required w/no extra credit</th>
</tr>
</thead>
<tbody>
<tr>
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<td>55</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>I am 24 or younger</th>
<th>25-34</th>
<th>35-44</th>
<th>45-54</th>
<th>55-64</th>
<th>65+</th>
<th>abstain</th>
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<tbody>
<tr>
<td>younger</td>
<td>126</td>
<td>13</td>
<td>5</td>
<td>6</td>
<td>10</td>
<td>11</td>
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<tr>
<th>I heard about this through</th>
<th>media</th>
<th>Chamber E blast</th>
<th>invitation</th>
<th>poster</th>
<th>professor</th>
<th>friend</th>
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<td></td>
<td>15</td>
<td>25</td>
<td>6</td>
<td>37</td>
<td>116</td>
<td>32</td>
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</table>

<table>
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<tr>
<th>The topic was relevant and of interest to me</th>
<th>agree</th>
<th>disagree nor</th>
<th>disagree</th>
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<tbody>
<tr>
<td></td>
<td>114</td>
<td>44</td>
<td>5</td>
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</tbody>
</table>

<table>
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<tr>
<th>What is your preference re time of year?</th>
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<th>Fall</th>
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<tbody>
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<td></td>
<td>47</td>
<td>105</td>
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</table>

<table>
<thead>
<tr>
<th>What is your preference re duration?</th>
<th>single session, one evening</th>
<th>one day, multi session</th>
<th>2 days, multi session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>77</td>
<td>27</td>
<td>47</td>
</tr>
</tbody>
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396
Appendix 24
OIE Global Retention Plan - May 11, 2010

ACTION PLAN Strategy x.x – Increase the retention of international and domestic students through integrative global programming

KEY STRATEGIES: Increase retention; Support first year student success; Utilize faculty, staff and students in recruitment; Expand recruitment efforts in markets beyond immediate area near campus; Increase first-year student enrollments; Improve freshman and transfer student inquiries; Utilize the web to recruit students; Increase international student enrollment; Return on Investment (ROI)

DESCRIPTION/EXPLANATION: This retention plan is aimed at both international and domestic students. Because these populations intersect in many ways, certain efficiencies can be achieved by creating and improving upon programs that impact the retention of both groups simultaneously. For example, the process of campus globalization – which includes Study Abroad, International Studies, intercultural communication, and faculty development – can result in academic programs of distinction that serve to attract, engage, and retain higher achieving domestic students.

Retention of international students can be improved by creating more structured recruiting environments within partner high schools and universities abroad to increase the degree of student/institution ‘match’, while improving the intercultural communication skills of domestic students and staff at UNK can increase satisfaction among international students. Regardless of which student population is targeted, all of these programs should serve – directly or indirectly – to improve learning opportunities, overall satisfaction and, presumably, retention for all UNK students.

This plan is based largely on developing closer partnerships between existing UNK programs and departments at little or no addition cost. Certain aspects of the plan, however, require modest investment in programs that are designed to spur significant gains in net revenue through increased low-discount recruitment (increase in number/percent of students paying the non-resident tuition premium).

SUPPORTS SEP GOALS:

• Improve undergraduate retention rate
• Increase the number of international students to comprise 15% of the student body
• Increase enrollment of first-time, full-time students to 1400
• Increase racial and ethnic diversity of the student body to 9%

IMPLEMENTATION SCHEDULE/TIMETABLE

Increase international student satisfaction and social integration on campus and, thereby, academic success and retention, by improving or increasing:

1. The intercultural communication skills of UNK domestic students and staff

a. Intercultural training for ‘high contact’ UNK staff, particularly in Residential Life, Academic Advising, and International Student Services
a. A training program has been scheduled for 2 days in August, which is
cover 80-100 RAs and other key UNK staff. The consultancy, Universal
Consensus, is designing the program to be internally replicable and self-
sustaining.

Evaluation:
   a. An on-going assessment module has been built into the training
      program by the consultant
   b. Tabulate and analyze international student enrollment and persistence
      in staying in the resident halls
      i. Develop survey instrument that measures direct and indirect
         impact of intercultural training and the programs and activities
         created as a result of utilizing this intercultural communication
         model.

2. New student orientation
   a. Preliminary discussions have begun between OIE and Student Life on how best to include and
      serve international students in Freshman Orientation activities. A student committee is working
      on recommendations to improve UNK, ISS (International Student Services – OIE) and ELI (English
      Language Institute – OIE) orientation programs for international students.

      Evaluation: A survey of international students will be used to measure satisfaction
      level and practical value of activities attended. Attendance will be measured and
      student profiles established to establish baseline for measuring impact of future
      changes in Orientation programming. All orientation survey instruments should
      have fields to collect information such as name, if 'international' student, and
      country of origin.

3. Student problem resolution – drop-out prevention
   a. OIE, in partnership with Academic Advising and other offices, has
      established a protocol whereby ISS-OIE is informed if an international
      student is at risk of dropping out. ISS then meets to evaluate the student and
      helps to arrange counseling or financial assistance if needed.
   b. Early Warning Referrals (EWR). OIE now receives copies of EWRs that have
      been sent to international students.
      i. Need to work with Academic Advising and other offices to develop a protocol that
         allows OIE and other departments to participate in a coordinating effort to address
         these student problems.

      Evaluation: An interview survey of international advisees will be used to measure
      efficacy of advising outcomes. Student attendance in advising meetings will be
      measured and student profiles established to establish baseline for measuring impact
      of future changes in international Advising practices. Drop-out rate and GPA will be
measured for EWR and 'at risk of dropping-out' students, and changes observed over time.

4. The First Year Experience
   a. Student engagement in semester abroad has been shown to be a predictor of academic success among university students. An important OIE priority is to increase student participation in Semester Abroad, especially during their Junior year.
   b. To achieve and maintain significant semester abroad enrollments – a current priority of President Milliken – it is crucial to capture the imagination of incoming students during their Freshman year.
   c. Goal: Involve all incoming freshman and their advisors in the process of incorporating Semester Abroad, or a surrogate intercultural experience (in the areas of Service Learning, Undergraduate Research, or Internships-for-Credit) into their 4-year academic plan.
      1. Action steps:
         a. Establish a coordinating body that includes OIE, Academic Advising, Orientation, and First Year Experience coordinators to ensure that all First Year students have a systematic introduction to the benefits of study abroad – particularly UNK Semester Abroad during the Junior year – and how to include it in their plan of work without delaying their graduation.
         b. Work with instructors of required courses that are typically taken in the Freshman year, to include a topical lesson module or presentation that engages students in beginning to think about studying abroad and international-related course offerings.
         c. Form a sub-committee of the UNK Curriculum committee to help create curricular structures that will allow students to meet General Education and graduation requirements during their UNK Semester Abroad.

   Evaluation: Survey to measure level of interest in study abroad among Freshman, Sophomores and Juniors, using students not exposed to in-class topical lesson modules as control group. Tabulate and analyze actual enrollment in UNK Semester Abroad and other study abroad programs over time.

5. Academic and Social programming
   a. Social events or programs that promote communication and cooperation between domestic and international students, faculty, and staff:
      1. World Affairs Conference, International Friendship Program, International Food Festival, international student festivals, international student organizations
   Action Steps: Create a committee charged with creating a coordination protocol to facilitate cooperation between OIE, Student Life, and Student Organizations in the design, promotion, and implementation of these programs.
Evaluation: Tabulate and analyze rates of international and domestic student active participation and passive attendance in these programs over time. Compare student engagement rates in these programs with academic success rates.

6. The UNK campus community’s understanding and acceptance of international cultures and customs, by increasing the number of:

a. UNK students who have studied abroad
   i. OIE has created a Semester Abroad pilot program at Hubei Normal University in China which begins Fall 2010. This is an academically rigorous program led by a UNK faculty member and offered to students at the same cost as studying on the UNK campus (also see 4.1., ‘First Year Experience’, above).
   ii. This matches the culture of UNK’s second largest international student population.

Goal: UNK Semester Abroad students – with their greater understanding of global issues and the challenges of ‘living as a foreigner in another land’ – will become a catalyst for developing organizations, programs, and activities that reach-out to, serve, and engage international students in UNK campus life.

Evaluation: Develop an instrument to measure the impact of UNK Semester Abroad students’ engagement activity – and/or percentage of Semester Abroad students – on international student learning and satisfaction.

7. International students at UNK
   a. OIE has moved to:
      i. Increase partnerships with overseas schools, universities, and organizations in a way that enhances potential for targeted recruitment of 4-year students. In AY 2010, OIE created 8 new partnerships in Japan and 4 in China.
      ii. Adopt a more aggressive tuition remission program to compete in specific enrollment markets. So far this has raised undergraduate enrollments from Japan (which had dropped off from an average of about 50/year to only 8 in Fall 2009) to 16 in Fall 2010.

Goal: Engage in more strategically targeted ‘structured recruitment’ that utilizes a broad range of UNK constituencies, including Semester Abroad students, faculty, and alumni to focus on specially selected range of geographical and institutional recruitment targets. (Noel-Levitz recommendation: ‘1. Continue to diversify streams of prospective students … Aggressively recruit international students with programs and incentives’)

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Evaluation: Tabulate and analyze international student enrollment and persistence rate. Compare persistence rate between students from ‘structured recruitment’ programs and other international students.

8. UNK faculty and staff who have travelled abroad for professional development
   a. OIE, in collaboration with the Senior Vice Chancellor for Academic and Student Affairs and the academic deans, has continued the annual Faculty/Staff Development Trip to China this year.
   b. A UNK faculty member will serve as the Director of the new UNK Semester in China program during Fall 2010.
      i. If this pilot program is successful, we hope to continue it and add UNK faculty-led programs in other countries, which would gradually increase the number of UNK faculty with substantial overseas experience.

Evaluation: Tabulate and analyze faculty and staff participation rate over time.

   a. UNK students who are taking international-related courses of study
      a. OIE has worked with the International Studies program to request that an International Studies student scholarship component be added to the current UNK capital campaign.
      b. OIE has proposed an action plan to introduce students to International Studies opportunities during the Freshman Year (see ‘First Year Experience’, Section 4, above).
      c. OIE is collaborating with the Director of International Studies to cross-recruit between UNK study abroad and IS student constituencies and to create more opportunities for international learning in the curriculum.

Evaluation: Tabulate and analyze actual enrollment in International Studies course over time. Develop a survey instrument that determines the relative impact of scholarships, First Year learning modules/presentations, and study abroad on enrollment in International Studies – as well as the impact of enrollment in International Studies courses on the decision to Study Abroad.

Fall 2011
Boost academic success and retention by increasing international student satisfaction and social integration on campus

10. Recruit more suitable international students by increasing the number of incoming students who are familiar with various aspects of UNK before enrollment. To this by:
   a. Increasing UNK’s presence in target high schools, particularly UNK Semester Abroad students and faculty.
b. In AY 2010, OIE established partnerships with three high schools in China for the purpose of recruiting low-discount 4-year students

i. During AY 2011 we hope to increase UNK engagement with these carefully selected schools by having:
   i. UNK Semester Abroad in China students serve there as interns in Fall 2010
   ii. UNK faculty and staff visit administrators, teachers, and counselors visit these schools during the June 2010 Faculty Development Trip to China
   iii. UNK instructors will teach ESL to students and hold workshops with high school teachers in these partner high schools in July 2010.

ii. After 2011, OIE will explore the possibility of establishing an AmeriCulture Camp at UNK for partner high school students and their teachers, which would be staffed, in part, by UNK Semester Abroad students who did their internships in those partner high schools abroad.

Evaluation: Tabulate and analyze international student enrollment rates over time. Develop a survey instrument that determines the relative impact of 'structured' recruitment and summer camps on enrollment and retention of international students.

11. Expanding tuition remission and scholarship programs for needy and deserving international students

Noel-Levitz recommendation: ‘1. Continue to diversify streams of prospective students ... Aggressively recruit international students with programs and incentives’

a. In order to reach President Milliken and EMC goals of significantly increasing the percentage of international students, OIE has (in addition to the measures described above) proposed two tuition remission programs to UNK Cabinet.

Goal: Increase recruitment and retention of good students. Increase institutional net revenue by increasing the number of low-discount students at UNK (those paying more than in-state tuition).

i. The Cabinet has adopted an OIE plan that would allow the OIE to offer as little as the in-state tuition rate to student applicants from Japan. This has already yielded 16 additional degree-seeking students beginning in Fall 2010 (14 paying in-state tuition, 2 paying 150% of in-state tuition).

ii. The Cabinet is currently considering another plan which would allow OIE to apply this flexible incentive program to prospective international students in other countries.
b. OIE currently offers performance based 'mini-tuition grants' averaging $800 to around 60 students each semester (about $118,000/year).

Evaluation: Tabulate and analyze international student enrollment rates over time. Develop an analytical instrument that helps determine the impact of 'under 200% tuition' recruitment incentives on international student enrollment and retention rates.

**Increase enrollment and retention of quality domestic students by:**

12. Developing competitive magnet programs, or global 'programs of distinction, such as UNK-based Semester Abroad, International Studies, strategic foreign language programs, and unique opportunities for global service and undergraduate research opportunities – that distinguish UNK from competitors in its enrollment market.
   a. Establish pilot Semester programs in China (Fall 2010) and Latin America (2011) (See Semester Abroad sections above), and expand to other countries
   b. Work with International Studies, Modern Languages, other UNK departments, and institutional partners abroad to devise and provide unique interdisciplinary academic and experiential learning programs that address the educational and career needs of students in our regional, national, and international enrollment markets
   c. Provide more global service, internship, and research opportunities for UNK students
      i. Create a plan for institutionalizing cooperation and planning between UNK offices of Service Learning, Internships, and Undergraduate Research and OIE
   d. Position/brand these programs for marketing to the regional, national, and international enrollment markets.

Evaluation: Tabulate and analyze domestic student enrollment rates over time. Develop a survey instrument that determines the relative impact of global 'programs of distinction' on enrollment and retention of domestic students.
Appendix 25

IIE Presentation on how UNK Students can apply for Boren, Gilman and Fulbright Scholarships

To: All UNK Faculty and Staff

Tomorrow, Tuesday April 3, Mr. Tony Claudino, the Fulbright Student Program Outreach Director at the Institute of International Education (IIE), will be on campus.

Mr. Claudino will discuss the different types of Fulbright scholarships for graduating seniors and grad students, as well as the application processes. He will also provide information on the Gilman program for undergraduates, the Boren program for undergraduates and grad students, and the State Department's Critical Languages Scholarship programs.

In addition to his meeting with students, Mr. Claudino will also meet with Faculty and Staff to discuss advising students on Fulbright and other opportunities.

I hope that you can attend the faculty and staff meeting and encourage your students to attend the student information session:

Tuesday April 3 - Cedar Room - Nebraska Union

10:30-11:30 Meeting with Faculty and Staff to Discuss Advising Students on Fulbright and Other Opportunities

12:00 - 1:00 Information Session for Students (Pizza Provided)

Please mark you calendars!
Appendix 26

Intercultural Competence Program for Incoming Freshman – Summer 2010

University of Nebraska Community Advisor Training:
"Going Global: A Workshop on Integrating International Students into Campus Life"

RE-CAP OF PRE-CLASS INTERVIEWS
AND RECOMMENDATIONS
Program scheduled: August 12 and 13, 2010

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University of Nebraska Community Advisor Training:
"Going Global: A Workshop on Integrating International Students into Campus Life"

RE-CAP OF PRE-CLASS INTERVIEWS
AND RECOMMENDATIONS
Program scheduled: August 12 and 13, 2010

OVERVIEW

I. Objective:

Denise Pirrotti Hummel, J.D., d/b/a Universal Consensus (CONSULTANT), is a cross-cultural consultant retained to address challenges faced in successfully integrating domestic students and students who come to the University of Nebraska at Kearney (UNK) from other nations. CONSULTANT has been asked to better her understanding of life in the Residence Hall at UNK, to assess the impact of culture on life there, and to make recommendations associated with these issues, as well as to design a training geared toward helping Community Advisors and UNK faculty and staff to improve life in this setting. Its primary focus will be to help UNK Community Advisors to enhance their cross-cultural communication skills and awareness, who will in turn be better able to assist incoming freshman (both domestic and international students). A secondary focus is to enhance the 'intercultural competence' of UNK staff that has high frequency contact with international students. The anticipated outcome of this engagement is to impart knowledge and training such that improvement of the integration of international students into the residential, academic and social aspects of campus life is systematically enabled and to move all involved toward a “global mindset” that will impact every aspect of campus, personal, and business life in this increasingly global economy.

II. Definition of Global Mindset: Global mindset is defined by local thought-leaders, for these purposes as “the cognitive ability that helps individuals figure out how to best understand and influence individuals, groups, and organizations from diverse socio/cultural systems.”

III. Charter:

It can be said that the charter of this engagement is to create a “cosmopolitanism” environment on campus, defined by a cultural perspective which is classified by openness, as well as a willingness to engage, explore, and learn from meaning held by others. Typically, this happens when training, knowledge, experience and information exists that creates a cognitive capacity of questioning our own beliefs, acknowledging the beliefs of others, and finding ways to make sense of incongruent information.

GENERAL BACKGROUND

I. A note about stereotypes and generalities:

It must be noted that whenever we make cross-cultural observations and attempt to impart information to others that will be helpful to them in understanding the similarities and differences between cultures that some generalities must be made. CONSULTANT is very aware that with every observation or “rule” conveyed, there are many exceptions and that it is critical to treat every person, domestic or non-native as an individual. The generalities expressed here are not intended to stereotype any group, domestic or international. Rather, they are made in an effort to increase understanding. In addition, CONSULTANT is not part of the Kearney or UNK community. The statements made in this report were taken from many interviews of UNK faculty and staff and synthesized into a synopsis. These statements do not reflect the opinion of any one person interviewed or the opinion of CONSULTANT, and to the extent that they are incorrect or give rise to other opinions or facts, it is the hope of CONSULTANT that the information will be used as a healthy spring-board to further discussion.

II. Demographics and overall cultural background of the State of Nebraska: While most individuals who live and work in Nebraska are not in need of this synopsis, a brief overview will be helpful to any individual reading this paper who may be from out-of-state or out of the country. All of the information included in this section was taken from the public domain and is not related to the interviews performed. Inaccuracies may be corrected by contacting Universal Consensus with appropriate corrections.

2 Resources for this limited section included www.geolytics.com/StateDemographics, quickfacts.census.gov/qfd/states/31000.html
Nebraska is located on the Great Plains of the Midwestern United States. The state's capital is Lincoln and its largest city is Omaha. American Indian tribes in Nebraska have included the Omaha, Missouria, Ponca, Pawnee, Otoe, and various branches of the Sioux.

The state is bordered by South Dakota to the north; Iowa to the east and Missouri to the southeast, across the Missouri River; Kansas to the south; Colorado to the southwest; and Wyoming to the west. A past Nebraska tourism slogan was "Where the West Begins."

Nebraska is located in "Tornado Alley"; thunderstorms are common in the spring and summer months, and violent thunderstorms and tornadoes happen primarily during the spring and summer, though can also happen in the autumn. The Chinook winds from the Rocky Mountains provide a temporary moderating effect on temperatures in western Nebraska during the winter months.

As of 2009, Nebraska has an estimated population of 1,796,619, which is an increase of 85,356, or 5%, since the year 2000. This includes a natural increase since the last census of 77,995 people (that is 187,564 births minus 109,569 deaths) and a decrease due to net migration of 9,319 people out of the state. Immigration from outside the United States resulted in a net increase of 27,398 people, and migration within the country produced a net loss of 36,717 people. As of 2004, the population of Nebraska included about 84,000 foreign-born residents (4.8% of the population).

Demographics of Nebraska

By race  

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>AIAN</th>
<th>Asian</th>
<th>NHPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 (total population)</td>
<td>93.53%</td>
<td>4.48%</td>
<td>1.32%</td>
<td>1.58%</td>
<td>0.11%</td>
</tr>
<tr>
<td>2000 (Hispanic only)</td>
<td>5.24%</td>
<td>0.13%</td>
<td>0.17%</td>
<td>0.04%</td>
<td>0.02%</td>
</tr>
<tr>
<td>2005 (total population)</td>
<td>93.06%</td>
<td>4.82%</td>
<td>1.31%</td>
<td>1.85%</td>
<td>0.11%</td>
</tr>
<tr>
<td>2005 (Hispanic only)</td>
<td>6.74%</td>
<td>0.20%</td>
<td>0.18%</td>
<td>0.05%</td>
<td>0.03%</td>
</tr>
</tbody>
</table>

Growth 2000–05 (total population) 2.25% 10.52% 1.72% 20.76% 5.53%
Growth 2000–05 (non-Hispanic only) 0.48% 9.02% 0.56% 20.73% 4.75%
Growth 2000–05 (Hispanic only) 32.17% 61.17% 9.63% 22.13% 8.10%

* AIAN is American Indian or Alaskan Native; NHPI is Native Hawaiian or Pacific Islander
The five largest ancestry groups in Nebraska are German (38.6%), Irish (12.4%), English (9.6%), Swedish (4.9%), and Czech (4.9%).

Nebraska has the largest Czech-American and non-Mormon Danish-American population (as a percentage of the total population) in the nation. German-Americans are the largest ancestry group in most of the state, particularly in the eastern counties. Thurston County (made up entirely of the Omaha and Winnebago reservations) has an American Indian majority, and Butler County is one of only two counties in the nation with a Czech-American plurality.

Eighty-nine percent of the cities in Nebraska have fewer than 3,000 people. Nebraska shares this characteristic with five other Midwest and Southern states (Kansas, Oklahoma, North and South Dakota, and Iowa). Hundreds of towns have a population of fewer than 1,000.

The Bureau of Economic Analysis estimate of Nebraska’s gross state product in 2004 was $68 billion. Per capita personal income in 2004 was $31,339, 25th in the nation. Nebraska has a large agriculture sector, and is an important producer of beef, pork, corn (maize), and soybeans. Other important economic sectors include freight transport (by rail and truck), manufacturing, telecommunications, information technology, and insurance.

As of January 2010, the State’s unemployment rate is only 4.6%

Once considered part of the Great American Desert (actually highly biodiverse prairie land), Nebraska is now a leading farming and ranching state.

III. Background of the average UNK student (taken from interviews): Most UNK students are recruited from within a 50 mile radius of campus. The population of Kearney is about 30,000 people (and this is a relatively sizable Nebraska town). Some students come from towns where the population is as small as 300 people. Thus coming to live in a residence hall on campus with up to 400 people can, in and of itself, be overwhelming. Many local communities are farming communities. Ancestry is predominantly from Germany. These families have a high work ethic and many students work to support their families, even though they are also in school. In short, it is a very busy student population. There are over 150 student organizations on campus. Almost all students are full-time students, and will often become a member of one or more campus organizations in addition to working one (or more) jobs. There are very few "lazy" students.
UNK students tend to be very connected with their families and friends, as is often the case in this part of the country. UNK does not experience many of the problems that other campuses do, in the sense that UNK students don’t often make inappropriate decisions and when they do, they tend to be very compliant with respect to the correction or discipline imposed. Compared to students who attend schools in other parts of the country, UNK students are described as “not destructive,” and respectful. There is very little vandalism on campus and the students generally value their surroundings.

Typical problems in the residence halls are roommate-related. Interestingly, Nebraska students tend to be non-confrontational and will sometimes even text each other even if they’re in the same room to engage in “conversations” that might be deemed unpleasant. There is a fair amount of alcohol consumption among students (underage drinking is a problem in Nebraska, as it is elsewhere in the country). They seem to struggle with alcohol, particularly as freshman, but then begin to moderate consumption by their sophomore year. From a practical point of view, if a student is convicted of being a “minor in possession” (MIP) there is a penalty of a $500 fine and two days in jail, so the benefits of drinking on (rather than off) campus are obvious. There isn’t a big problem with use of illegal drugs, though marijuana is somewhat prevalent. As in all other campuses and sectors of society, there are mental health issues such as depression, bi-polar, and schizophrenia.

IV. Faculty and Staff Interviews:

The following individuals, identified by UNK, were interviewed to help the consultant familiarize herself with the challenges faced by UNK and the best practices that could be incorporated to improve the problems faced. It should be noted that students were unavailable to be interviewed due to the fact that CONSULTANT’s engagement took place during the summer months when most students are not available on campus. Follow up here is indicated if CONSULTANT is engaged by UNK for further work in future years.

June 21, 2010:

Name: Amy German
Title: Assistant Director, Academic Advising
Email: germanar@unk.edu
Telephone: 308 865-8068
Brief Description of Duties: Academic advising for international students

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info@UniversalConsensus.com

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Experience Working Across Cultures: Has worked with international students for 12 years.

June 21, 2010:

Name: Tim Danube  
Title: Associate Director, Student Center/Union  
Email: danubet@unk.edu  
Telephone: 308 865-8908  
Brief Description of Duties: Student union and events  
Experience Working Across Cultures: Lived in Portugal; some international travel

June 22, 2010:

Name: Gail Sims-Aubert  
Title: Assistant Director of Residential and Greek Life  
Email: simsga@unk.edu  
Telephone: 308-865-8519  
Brief Description of Duties: Directly supervise all Complex Directors (Complex Director is Masters Level professional supervising a number of Residence Halls) and Residence Hall Directors  
Experience Working Across Cultures: Has worked in higher education for 15+ years, and has had the opportunity to encounter cultural diversity on many levels.

June 22, 2010:

Name: Chuanyao Zheng  
Title: Resident Advisor  
Email: zhengcl@unk.edu  
Telephone: 308-224-4729  
Brief Description of Duties: Assist residents in residence hall; create programs; do duty rounds; run front desk; and be available for residents to help them as much as possible  
Experience Working Across Cultures: Was president of the International Student Association, Student Advisor of Chinese Students and Scholars Association.
June 23, 2010:

Name: Anita Kucera
Title: Associate Director
Email: Kuceraae@unk.edu
Telephone: 308.865.8519
Brief Description of Duties: Oversee the Residential and Greek Life operations
Experience Working Across Cultures: Works with students at UNK, lived in Europe for 3 ½ years, traveled throughout Europe, friends from various cultures.

June 23, 2010:

Name: Linda Van Ingen
Title: Assoc. Professor of History & Director, Women's & Gender Studies Program
Email: vaningenL1@unk.edu
Telephone: 308-865-8772 (w)
Brief Description of Duties: Teach Women's Studies Intro and Senior Seminar; Teach 20th US History and Women's History.
Number of Reports, if applicable: n/a
Experience Working Across Cultures: Works with international students enrolled in her classes, and is the academic advisor for those students getting a minor in Women's & Gender Studies. She has personal experience living overseas and coming to the U.S. as a young adult

June 23, 2010:

Name: Eve Mooberry
Title: Admissions & Recruitment Coordinator
Email:mooberryel@unk.edu
Telephone: 308-865-8904
Brief Description of Duties: Agreement oversight, coordinate application completion process, recruitment stats and reporting.
Experience Working Across Cultures: 1 year of working with J-1 students as an advisor.
June 23, 2010:
Name: Ann Marie Park
Title: Coordinator of the Office of Study Abroad
Email: parkam@unk.edu
Telephone: (308)865-8944
Brief Description of Duties: Coordinate varying programs designed to integrate UNK students into host institutions.
Experience Working Across Cultures: Has studied, lived, and worked outside the U.S., has taught English as a Second Language both inside and outside the U.S., has worked with different subsets of International Students at UNK, and acted as Advisor for the Latin American Student Association (LASA). She now works only with UNK students traveling outside the U.S., and acts as Advisor for the students group Ambassadors of International Study & Internship (AISI).

UNDERSTANDING THE ISSUE

I. Importance of this consultation and training: As soon as letters related to roommate assignments go out to students and their parents, UNK receives many calls from parents whose children have been assigned an international roommate (or a roommate with a “foreign” name) demanding that this room assignment be changed. Thus, before the Residence Hall experience between domestic (Nebraska) student and international student has even commenced, the stage has been set for a potentially negative experience. Recruitment of foreign students is excellent at UNK and retention of these students, as well as retention of students in the domestic population, is critical to the future of the university. Thus, it is prudent to professionally evaluate the negativity and to take active steps to surmount the problem.

II. Major Challenges in Working Across Cultures at UNK are described by those interviewed as follows:

- Domestic students’ lack of willingness to be open and learn about international students. Once they learn a bit about them, they find that the similarities far outweigh their differences, but the key is getting them that far.
• Domestic students' failure to realize the opportunity they have to learn about other cultures and to value having international students as part of their residential and academic life.

• International students feeling unwelcome or otherwise rejected by domestic students on campus.

• International students having a hard time adjusting to the culture shock they experience when arriving and unable to or unwilling to explore the resources available to get them to overcome the challenges they are facing academically or socially.

III. The root of the cross-cultural challenges faced by UNK, according to those interviewed, is as follows:

• Media Impact on Perception Issues:

The students' image of going to a university is fueled by the media. A seminal example of this is the movie "Animal House" where students on campus are depicted as drinking alcohol and having sexual relations as the primary focus of the university experience, with some classes and studying sandwiched in between.

The international students who study in the United States are often some of the most studious and motivated students from their particular culture, from families who value education as well as new and varied experiences. In addition, many of them, especially those from non-western nations, grow up with the expectation that they must achieve at the highest level possible. In many of these cultures, failure to achieve to the highest degree is not an option, and to fall short means to lose face, an embarrassment not just to themselves, but to their entire family (and in some cases, the greater "collective" community in their culture of origin). Interestingly, for many international students, the image from the media is quite similar to the one perceived by American students. (i.e., that American students are not focused on studying, but rather focused on parties, sex, and alcohol.) This image can be scary for the international student as well as their parents and, in fact, one of the "selling points" for sending an international student to UNK is the fact that Kearney is portrayed (and is) a safe, quiet, clean and professional community.
The average domestic student wants the stereotypical university experience and therefore perceives that they don’t have a lot in common with international students who, in their estimation, are studying all the time. The “perfect” roommate for the average domestic UNK student is one with whom they have “everything” in common. For a girl, that image may include that they’ll buy matching residence hall bedspreads while at school and that the roommate will ultimately become their future bridesmaid. The masculine equivalent would be something along the lines of watching football together and cruising for girls. That dream doesn’t include an international roommate.

In short, based to some extent on media perception, some UNK domestic students have the perception that they will have nothing in common with a foreign student and that this lack of common experience will make for an unpleasant or “not fun” college experience.4

- Lack of Exposure:
The typical UNK domestic student is recruited within 50 miles of campus and therefore comes from rural roots. This typical student has not travelled very much, has very little exposure to other cultures, and hasn’t considered the advantages of being partnered with an international student. To give it some perspective, the typical domestic student from a small town in Nebraska may even be anxious about being paired with someone from Omaha. In this case, one can imagine how anxious they might be about being paired with someone from Shanghai.

- Prejudice or Stereotype:
Some students may suffer from prejudice derived from stereotypes perpetuated by the media or by others who don’t have a substantive understanding of the culture. These stereotypes are usually perpetuated generationally and are intuitive and not questioned as they are “silently” passed through the generations until some knowledge, training, or experience occurs that stops the transmission to the next generation. Post 9-11, parents in many parts of the country are more protective now of their kids than ever. Fear may govern or drive them as a key motivator (perpetuated by the media). Kearney is a small town and relatively homogenous and this prejudice may be, to some extent, perpetuated in the surrounding

4 A media campaign to challenge this imagery would be extremely useful and could be conducted by CONSULTANT in follow-on work.
IV. What are the Major Differences Perceived?

- **Language and Accent:** While most international students have a strong English-speaking capacity, there are always minor differences in verb usage or word usage generally, as well as accent that may make an international student more difficult to understand. This sometimes slows down the social communication and until or unless the domestic student gets used to it or accepts it, can create a barrier that feels unnatural. In many parts of the United States, individuals who don't speak perfect English or who speak it with an accent are perceived as “inferior” or not as intelligent. On the UNK campus, it appears that almost the opposite is true. In fact, the general consensus among those interviewed by CONSULTANT is that the domestic student may feel intimidated by the international student because they speak more than one language fluently. This perception is augmented by the fact that international students are usually among the “best” or most dedicated students of their nations, courageously seeking out an international experience and are therefore among the most motivated students in their respective countries, as well as on the UNK campus. While the difference creates a problem/challenge in certain academic arenas on campus, such as public speaking, many international students are viewed as being excellent students, particularly in Math and Science. The language/accent issues simply delineates them as “different” which we all know to be difficult for young people who are simply trying to “fit in.”

- **Living style:** Each culture varies considerably in terms of living style, but in general, the international students tend to go to bed later than the domestic students since they study late into the night (it also appears they get up later and might avoid early classes for this reason). This different “rhythm” could be upsetting to others in the residential environment and certainly to the domestic roommate.

- **Hygiene:** The norm for hygiene is highly diverse across cultures and varies with everything from tradition, to access to clean water, to the cost and availability of personal toiletry products with which the individual is familiar. Traditionally, many Chinese women wash their hair only once a week. Nepalese wear wool clothing that
changes scent when wet or when absorbing other odors and while the scent may be commonly accepted as normal in Nepal, may be considered odiferous or offensive to Americans. Some Indian spices are emitted through the skin and smell different from the scents emitted by traditional American foods. All these "differences" can set international students apart.

- **Food:** Obviously individuals from different countries eat different types of foods. The differing spices and the smells that emanate from the kitchen associated with international foods is a reminder that the international student is "different."

- **Social Patterns:** Social patterns vary significantly from culture to culture. As a general rule, international students will go out, have coffee, chat, and people-watch, whereas domestic students generally want to go out to drink alcohol. There is no age limitation on drinking alcohol in China as well as many other countries. Therefore, drinking is not a "big deal" and there is less binge or excessive drinking. It is confusing to some international students that American students seem to drink to excess on a fairly routine basis. American students also tend to segment their friends, (i.e., have friends for different reasons: the coffee friends, the out to drink friends, the life-friends from high school). This is less common outside the United States.

- **Religion:** Kearney is very much a Christian community. International students come from diverse religious backgrounds and there is often no way to formally practice the student’s religion. In turn, domestic students have no exposure to those individuals who practice diverse religions. In addition, there are some Christian groups that are looking to “convert” students to Christianity. This factor, combined with unavailability of traditional religious services can cause acrimony.

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5 Ironically, among the individuals interviewed, it appears that the most significant hygiene problems tend to be among American students who, away from home, sometimes do not make routine tasks like bathing and brushing teeth a priority.

6 Ideally, we would like to move towards opportunities for the domestic student to see the advantage of being exposed to different types of food. Perhaps an "International Food Cooking Competition and Tasting" or similar activity in the residential environment might be a move in that direction. International students may also be more comfortable if the university cafeteria offered more international foods as well as more fresh fruits and vegetables.

It may be helpful to impart this information about "friend segmentation" to the international student so that they can learn how to navigate that social nuance.
• **Family Structure**: Many countries have practical, and in some cases even legal restrictions, over the number of children in each household. Conversely, many UNK students come from families where there are 3 to 7 siblings. 8

• **Car “Culture”**: Kearney does not have an extensive public transportation system. Many domestic students come to campus with their own vehicle. Most international students do not. Domestic students observe international students walking or riding their bikes and perceive this as a substantial difference. 9

• **Music**: Music, like sports, tends to be a unifying factor among young people, unless there is unfamiliarity with the music (or sport) because it does not rely upon words to be appreciated. Obviously if you live in a different country, you are going to listen to different music. Lack of familiarity among domestic students with music appreciated by international students can create an unnecessary barrier to an aspect of life that could easily promote integration.

• **Dress**: Americans, and in particular, young people, tend to be rather conscious of what labels (designers) or style of clothing people wear. If you shop in a different country, you’re going to wear different clothing and look different. Sometimes this difference is extreme, in the case of the Indian Sari for example, and sometimes less so. 10 Likewise, some international students may be unaccustomed to the styles or revealing nature of some American styles.

• **Non-verbal communication & communication style**: (Students in Chinese society are not generally encouraged to speak out in public. Speaking out is often considered to create “doubt” and disrespect. Students in Japanese society are not encouraged to have direct eye-contact with their professors. African students are not encouraged to “project” their voices, as it is considered polite to be soft-spoken. Space orientation issues (how close or far the spatial proximity is between two individuals) also varies.

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8 Interestingly, apart from this difference, the traditional domestic student at Kearney has a lot in common with the international students due to the fact that families in Nebraska tend to be close and the nuclear family is highly valued. See section herein entitled, “Similarities.”

9 It may be an important step to work on car-pooling or even lobby the city of Kearney to offer more public transportation, if feasible. During breaks, students take road trips and perhaps there could be a domestic-international mentoring road trip as an opportunity to enhance integration.

10 Perhaps an international fashion show on campus could be a unifier.
from culture. Many cultures have a closer space proximity than the American norm of 2.5 feet. In many societies, same gender hand holding is normal and expected. In American society, there is a general tendency to see this as a sign of homosexuality. In many societies it is normal and expected to give hugs to people you have met even once. Americans tend to reserve this for close friends and those with whom they have a committed relationship.

V. Similarities:

- **The way people want to be treated:** Bottom line – every human being, regardless of what country they are from wants the same things: respect, friendship, success, safety, love, food and shelter, and to be valued for their efforts.

- **Agrarian society:** Both the Nebraska students as well as those from China (and ostensibly other cultures) come from farming communities.11

- **Family:** Both the Nebraska students and most of the international students have a strong sense of family.12

- **Work ethic:** Both the Nebraska students and the international students have a strong sense of work ethic. Although the Nebraska students' work ethic might focus on employment more than the academic arena, the similarity can be drawn because in the case of the international student, their “work” is to be the best student they can be in order to bring honor to their family. Any materials promoting the advantages of having international students on campus should discuss these similarities.

- **Sports:** Traditionally, sports, if familiar in both cultures (such as soccer) are a unifier across nations.

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11A forum for domestic and international students to discuss tips & techniques related to farming could be interesting to explore.

12It might be possible to establish a program where domestic students could host international students in some capacity (mentoring committee) in exchange for nominal tuition reimbursement or stipend. There may also be other ways to augment this nexus or similarity.
Traditional First Year Adjustment: All students have this commonality – they are all trying to locate their classes, decide whether to join a fraternity or sorority, figure out where they fit in, what courses to focus on, etc. Commonalities related to these adjustments generally fall into these categories:

- **Self Esteem:** Students come filled with fear, doubt and anxiety. They struggle to feel supported, comfortable on campus and they may have a difficult time finding a sense of self-worth.
- **Support:** Students struggle to focus on academics, personal needs and social adjustments in a new environment. All domestic students need a lot of support to accomplish all of this (imagine how difficult it is for the international students).
- **Roommate Relations:** Typical roommate issues, whether they involve domestic students, international students or domestic and international students living together include: not getting along, misunderstandings, talking behind each other’s back, messy rooms, and alcohol issues. In addition, meeting and establishing a relationship with a new roommate can be difficult and sometimes well-meaning parents further complicate this process by bringing anxiety to the table related to rooming with an international student. Conflict and turmoil is often caused by a clash between diverse morals/values, irresponsible acts of others, and a lack of privacy or communication. Students, most of who are living outside the nuclear family for the first time, often have very limited coping skills in dealing with this conflict.
- **Academic Adjustments:** Increased academic demands and expectations can lead to anxiety and stress, especially since college tends to have far less structure than high school.
- **Freedom:** Student love to test their new boundaries and independence, and tend to experiment with alcohol, drugs, sex, etc. Many have difficulties self-regulating their own behavior (more common among domestic students than international students, but still relevant).
- **Homesickness:** For many this is the first long-term absence from home, which causes a sense of loss, and a lack of connectedness. While international students are separated by oceans and Nebraska students by perhaps only 50 or so miles,
there are tremendous similarities in the arena of “homesickness” in that both populations tend to be close to their families and missing them substantially.

► Extreme Extroversion/Introversion: Students who fail to find their niche in campus life tend towards introversion and pull themselves out of most social activities while in college. Those finding too much of a social niche or those that over extend themselves to too many activities may tend towards extreme extroversion. Both domestic and international students struggle with finding a sense of balance.

► Personal Situational Issues: Being ill away from home can cause a mini-crisis for a student, as can financial pressures, or pressure from family and friends to succeed in college.

OVERVIEW OF CULTURAL ANALYSIS

Universal Consensus utilizes a proprietary Business Model of Intercultural Analysis (BMIA)™ in all its training. The model has been copyrighted and trademarked and its use is governed by UNK under a licensing agreement which has been executed between CONSULTANT and UNK. The model will be explained at the training and involves an analysis of culture through six comprehensive lenses as follows:

I. Collectivism Index: While generally characterized as the difference between “East” and “West,” this lens more specifically refers to the difference between a culture that is focused on achievements, benefits and responsibilities of the individual, versus the culture that focuses on needs, attributes, and goals of a collective. A collective may refer to a company, a nation, a region, a family, or a religion, for example. The key difference between the two -- that the motivating factor for doing business may be the collective values driving the relationship, rather than the individual’s self-oriented agenda. Thus the motivational techniques used by professors with American students can be quite different than the ones that can motivate international students who come from collectivist societies.

II. Relationship to Time: Every culture has a different concept of time-orientation. In American culture, we are familiar with the concept that “time is money” and “time is of the

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Some compassion can be generated if the Nebraska student can imagine that although they are generally close enough to go home on a given weekend, that the average international student might get to go home once a year at the most.
essence." At the other end of the spectrum, there are cultures that do not see time as in any way a division of a clock. Time is not linear, but rather malleable according to the circumstances of the interaction. Cultures vary along this continuum from "monochronic" (linear) to "polychronic" (elastic) and the ability to analyze where the culture falls on this continuum and how the relationship to time impacts business behavior as well as the overall business objective is critical. Thus, international students who come from cultures where the time orientation is polychronic may not understand that a day and time deadline (or even the time period allocated to take a test) is fixed and not "optional."

III. Non-Verbal Communication: This lens refers to the most simplistic difference in use of gestures, to the more subtle analysis of eye contact, personal boundaries and silence. A "picture says a thousand words" is a phrase used to characterize the fact that a visual interpretation is often more powerful than a verbally communicated one, and in the academic environment this is no less true. The issue manifests itself in many ways, the most unsettling of which can include the fact that direct eye contact in many cultures, particularly between subordinates (students) and people in positions of authority (professors) is considered rude. Spatial proximity in the U.S. is approximately 2.5 feet, while in other countries it is considerably closer. This difference can also cause confusion and discomfort.

IV. Face: The concept of "face" is Chinese in origin, yet many languages have "face" terms that metaphorically mean "prestige; honor; reputation." Chinese dictionaries include 98 forms, e.g., sipo lian 撕破臉 (lit. "rip up face") "have no consideration for someone's feelings"; Japanese dictionaries list 89, e.g., kao o uru 顔を売る (lit. "sell face") "become popular; gain influence"; and English dictionaries include 5 forms, e.g., lose face (borrowed from Chinese diulian 丢臉 "lose face"). In many cultures, a person's reputation or social standing depends on saving face. If embarrassment or loss of composure is caused, even unintentionally, it can be disastrous. Abstract and intangible, it is the most delicate standard by which Asian and Middle Eastern interaction is regulated. Failure to understand it, work with it, diffuse it or use it to one's advantage can create significant problems between a professor and a student.

V. Power Imbalance: The concept of power imbalance relates to the degree to which individuals in the society accept the inequality between layers of the organization, how significant this power distribution is, how centralized it is and in what way this concept affects decision making, consensus and conflict resolution. An understanding of power distance dictates the etiquette and protocol of the interaction and is often associated with cultures.
where interaction is governed by a high degree of formality between those in positions of authority and those who are not. Thus, in societies where the imbalance is high, students may be unaccustomed to asking professor’s questions, seeking help, or offering responses, let alone disagreeing with the professor in any way.

VI. Uncertainty Acceptance: This lens provides an evaluation as to the extent to which risk and ambiguity are acceptable. It directly impacts the openness and pace related to innovation and unfamiliar concepts. Knowledge related to this lens of the evaluation impacts everything associated with what the individual needs in order to move a relationship forward (relevant between domestic student and international student as well as between an international student and his/her professor). This may represent itself in the need for increased proof or information regarding the subject matter, project, or subject of discussion, or the length of time necessary to establish a trust relationship as the underpinning of the relationship.

In summary, the cultural lenses described above are an important part of the basis of understanding how culture impacts relationships in all aspects of life, including university life. The training presented will impart this information and explore how these different cultural concepts impact life on campus.

INTEGRATIVE STRATEGY
Specific Ideas for Rejuvenation of the Integration Between Domestic and International Students

Several footnotes were generated in earlier sections of this report with respect to suggestions to minimize differences between international and domestic students and build on similarities between them. After interviewing several individuals from UNK faculty and staff, and combining those observations with CONSULTANT’S previous experience as well as on-going academic research, CONSULTANT sets forth the following additional recommendations for promoting the identified objective of improved integration between domestic and international students on campus.

Often, a University has great resources across programs and disciplines, but because professors and administrative staff do not necessarily have the opportunity to be exposed to and

14 See the section herein entitled, “Understanding The Issue”
collaborate on issues that do not involve them directly, but do involve the overall well-being of the campus. It often takes an outside consultant to unify the diverse campus talents to come up with an integrated solution to a problem. In the case of the challenges faced by UNK in integrating international students, CONSULTANT needed to consider which programs on campus could be tapped to create incentives among the domestic population to embrace the international students. CONSULTANT decided to explore the following possibilities that could become motivating factors for this integration:

I. Public Relations Campaign
II. Welcome Program
III. Honors Program
IV. Campus Media Relations
V. Radio & Broadcasting
VI. Intramural Sports
VII. Scholarships
VIII. Academic Global Integration
IX. International Student Services
X. International Friendship Program
XI. Faculty or Student-Initiated Ideas

CONSULTANT is pleased to report that all individuals contacted regarding this potential synergy were open, receptive, and supportive of our objective. The following is a recap of some of the ideas for change:

I. Public Relations:

An overall public relations campaign is necessary that demonstrates what a prestigious, enriching and resume-building opportunity it is for domestic students to have interaction with international students, especially in the residential environment. This campaign would include:

a. Promoting any concept, idea, or activity that would give domestic students prestige or resume-building opportunities associated with their interaction and support of international students.

b. Counseling parents who complain about a domestic student being paired with an international roommate that part of the college experience is about adjusting to new
opportunities, dealing with adversity and solving problems, and that exposure to those individuals different than us is critical to that process. A list of reasons why being paired with an international student is a prestigious and enriching opportunity should be readily available to all staff interacting with these parents.

Establishing an award that would be presented at graduation or an awards ceremony that recognized any domestic student who acted as a bridge between cultures (a UNK Nobel Peace Prize award of sorts).

Establishing criteria and an almost “competitive” environment associated with having the “honor” of being chosen as one of the few domestic students that have enough “global citizen” potential to room with an international student.

Develop a public relations presentation on this issue to be presented to freshman parents at the earliest point possible or at least communicate that campaign in the packet of information that goes out in March that contains the housing contract. (The packet to which CONSULTANT refers is called the “Spring Mailer” and it goes to all admitted students and their parents).

Exploring the possibility of professors establishing extra credit or fulfilling some sort of academic requirement simply by rooming with an international student.

Exploring the establishment of a leadership or domestic liaison position or other ways to motivate domestic students to have a role in associations on campus that are international in nature, such as the International Students Association, Association of Chinese Students association; Nepal Students Association; Japanese students association.

II. Welcome Program:

There is a well organized orientation program at UNK for international students. Some universities also have a ‘welcoming committee’ whereby faculty, staff (and ideally domestic students) are there to greet the international students at the airport, show them their residence hall, give them a welcome reception and tour of the campus and hand out some introductory material. Such a welcoming committee or group of individuals needs to be trained on how to greet and interact with these international students and how to help them feel welcome or help them. (See IV (e) herein, Chancellors Ambassador Program). UNK already has made much progress in this area. It can be difficult to welcome UNK students coming off the plane, however, as the Omaha (the closest major airport) is three hours away. Some

Consultant can assist with the development of this material, if it would be helpful at some point in the future.
international students, who have either ignored or not understood the written arrival instructions sent to them by International Admissions, are not met at the airport and might not connect properly with the programs and resources that have been prepared for them. It is recommended that the written notice stress the consequences of not sending their arrival itinerary to International Admissions, and that such crucial information be provided to students in at least the most common of the their native languages. Graduated high school students sometimes do not focus on college arrival instruction and still tend to rely on parents for finalizing such arrangements. This situation is accentuated when neither the students nor their parents know English very well, if at all.

III. Honors Program: Gary Davis, Ph.D. Director, Honors Program:
Gary Davis, Ph.D.
Director, Honors Program
Professor of Music
University of Nebraska at Kearney
Phone: (308) 865-8497
E-mail: davisg@unk.edu
Fax: 308-865-8987

CONSULTANT discussed with Dr. Davis the existing Honors exchange program with between UNK and Roosevelt Academy in Middelburg, Netherlands. The Roosevelt Academy (RA) is a three year, 600 student International Honors College of Utrecht University. RA is a highly selective undergraduate, liberal arts Honors College. All classes at RA are taught in English using English texts. Approximately 400 of the RA students are Dutch and the other 200 come from across Europe, Africa, and the U.S. Because all of the RA exchange students are very fluent in English, there is no language barrier when they arrive on campus. The duration of each exchange is one semester (August - December and January-May). The beginning and ending of semesters at RA and UNK are the within a few days of each other so scheduling for the next semester classes is not a problem. UNK students take four classes and receive 16 hours of credit during their exchange. The RA students average 19 hours of credit for their semester at UNK. Tuition, room, and fee costs are paid to the home institution. Therefore, each exchange student is responsible to pay for their books, meals, and travel costs.

The UNK exchange program with RA began in the spring of 2008. For the fall 2010 semester,
five students from each school will participate in the exchange. All RA students are housed in the Honors Residence Hall (Men's Hall) and live with a UNK Honors student (RA students cannot live together). **Currently, there is a waiting list of UNK Honors students wanting to live with an exchange student from RA.** There are three UNK students already signed-up to study at RA in the Spring of 2011 and three more students who have committed to studying at RA in the fall of 2011. This exchange is very successful and a possible model for collaboration with the international student body.

**IV. Campus Media Relations: Glennis Nagel:**

Glennis Nagel,  
Media Relations  
University of Nebraska  
308-865-8454  
nagelg@unk.edu.

CONSULTANT spoke to Glennis Nagel who advised that she felt it would be a wonderful idea for Dallas Kenny to speak at the Student Advising and Enrollment event which occurs during the summer months each year, to promote just how enriching the experience of rooming with an international student is. It would also be great to have a table manned by some of the international students which would contain flyers and other promotional material related to some of the "resume-building" opportunities we are trying to develop that would enhance the life of domestic students and make them more marketable upon graduation.

There is an event called the World Affairs conference which is apparently very well attended (approximately 3000 people attend the afternoon meal – a local printing business foots the bill for the advertisement of the event, and the international students prepare food.) It is a perfect P.R. opportunity to promote anything and everything we're trying to accomplish involving the international students as well as the overall perception of international students on campus. In speaking to Glennis, CONSULTANT felt that she could be of assistance in developing a public relations or media campaign to help the surrounding community (and future parents and students) realize the value international students bring to UNK. She has worked at UNK for 30 years and stated that this is the first she's heard of this problem. In general, regarding these perception issues, Glennis should be kept in the loop and her assistance should be sought to create, enhance, and maintain a positive perception regarding the importance of international students on campus.
V. Radio and Broadcasting:
Ralph Hanson, Chair of the Department of Communications
(308) 865-8412
hansonre@unk.edu
Elle Scholwin, Radio Supervisor
Scholwinem@unk.edu

There are a number of international students who come to UNK to study broadcasting and to work at the radio station and they will typically produce shows with music that they would typically listen to at home. They are also responsible to produce promotional posters for these shows. Perhaps they could do interviews of domestic students’ reaction to certain songs – ranking them or otherwise critiquing them. The fact that the international students produce shows is significant, but does not create the nexus that we are looking for. Therefore, brainstorming ways in which domestic and international students whose interest in music can interact is key.

It might be interesting for the campus radio station to put together on a regular basis the top ten songs for domestic students, as well as by different segments of the international population (or some other way to augment music appreciation across borders). Karaoke events (due to the availability of the words projected in English) could be a good way to enhance integration. Apparently many international students work late in the day at Starbucks and at this point in the day, they are permitted to play their own music. Maybe Starbucks would sponsor some kind of international music event.16

VI. Intramural Sports:
Scot Fransk CRSS
Intramural Coordinator
University of Nebraska at Kearney
308/865-8849
fransksk@unk.edu

16Maybe Starbucks would even like to sponsor the welcome program since it seems that many of their employees and customers are international students.
As both Scot Fransk and Plato have said, “You can discover more about a person in an hour of play than in a lifetime of conversation.” Nowhere is this more true than in the case of two cultures coming together. When CONSULTANT moved with her children to Italy, her children knew not one word of Italian. Thrust into the Italian school system, the singular most important element of their integration, ability to absorb the language, assimilation, being accepted by others, and generally making a successful transition, had to do with playing soccer on the playground and in the local piazza. This, combined with a few parolacci (curse words) and perhaps a few servings of gelato a day were the source of their salvation.

Joking aside, sports, like music, generally requires no (or very few) words. One need only know a bit about the rules of the game and the general “goal” and one is off and running. Gestures, facial expressions and sign language suffice and unity is created because individuals are having fun and striving toward the same objective. To the extent that communication is challenging, all involved tend to make the effort because a bond or rapport is developed during “play.”

In speaking with Mr. Fransk, he agreed with this philosophy and told me that he would contact some “student identified” leaders amongst the international students who have a strong passion for soccer to see if they would like to meet about a soccer club at the beginning of the fall semester. He already knows who some of these individuals are. Key brainstorming will include making sure that the teams are balanced between international and domestic students.

Soccer, basketball, table tennis and swimming are a great way for international students and domestic students to spend time together.

VII. Scholarships:

In general, scholarship programs are good places to insert the “requirement” of reaching out across borders in some capacity. Ideally any student who is a candidate for (or receives) a scholarship should be an open and responsible global citizen. Thus, at a minimum, scholarship sponsors (present ones, if possible, and future ones, if not feasible for now) should consider adding this as a criteria to receiving a scholarship. This would create a real incentive for domestic students to reach out to international students. Some of the scholarships available that might be relevant to this suggestion include:
a. The Davis-Chambers Scholarship
Dusty Newton (Admissions Office) at 308-865-8702 or by e-mail at netwond@unk.edu.
Juan Guzman (Multicultural Affairs) at 308-865-8127 or by e-mail at guzmanj@unk.edu.
This scholarship recognizes academically promising students from diverse backgrounds who often find that the financial requirements of postsecondary education are a major obstacle. Qualified applicants must be Nebraska residents who have graduated from a Nebraska High School. Award amounts vary, but are generally $2,000 to $4,000 per year. If it is not set in stone, perhaps a criteria for the scholarship could include a commitment to be part of the welcoming program for international students upon their admission to UNK.

b. Multicultural Community Service Scholarships
Juan Guzman (Multicultural Affairs) at 308-865-8127 or by e-mail at guzmanj@unk.edu.
These scholarships are designed to provide students an opportunity to serve UNK by establishing a diverse and lively community. Recipients of this scholarship will receive a full tuition waiver up to 15 credit hours per semester. This scholarship is renewable for eight semesters and two summers. Recipients are selected primarily on the basis of leadership in the multicultural community through participation in school and community activities. If it is not set in stone, perhaps a criteria for the scholarship could include a commitment to be part of the welcoming program for international students upon their admission to UNK.

VIII. Academic Global Integration: Amy German
Amy German
308-865-8932
germanar@unk.edu.
Almost every major/minor should include an international or global component in order for UNK to remain competitive with other academic institutions in the United States and abroad. A consultation on how the following majors (and others) could integrate a global component would be helpful. An example can be seen at http://www.sandiego.edu/crosscultural/ where the University of San Diego asked CONSULTANT to design a certification for their global executive program in “Cross-Cultural Core Competence & Multinational Business Practice.”

Ms. German alerted me to the fact that there are several majors and minors that already fall into the “global” category. Amongst them:
a. International business minor
b. International Studies major and minor
c. French
d. Spanish
e. German
f. Japanese minor
g. Translation/Interpretation
h. International Studies

IX. International Student Services (ISS):

Existing international student services are a great resource for promoting integration between domestic and international students, provided that they are consulted that in addition to their mission to promote the interests and overall well-being of the international students to which they cater, that they be focused, to some extent, on activities that could also appeal to domestic students and that international student members could be counseled to actively invite domestic students, both individually, and through their planned advertisement of events and opportunities.

There are several international services and associations geared toward international students on campus. They include:

a. International Student Association (ISA)
b. Japanese Student Association at Kearney (JAK)
c. Nepalese Student Association (NESAK)
d. Chinese Students and Scholars Association (CSSA)
e. Chancellor's Ambassador: Surabhi Bhattarai (Nepal)
f. Student Senator: Ryan Bastian (The Bahamas)

It is noteworthy that with regard to the Chancellor's Student Ambassadors, all students (both domestic and international) interested in serving as an ambassador go through a screening process and are selected for this 'elite' group of students. UNK has several international students who will be serving as ambassadors this fall. These students help at all UNK functions that the Chancellor is associated with: receptions, graduations, etc. There is apparently a great deal of prestige associated with this and more public relations associated with this prestige as well as additional brainstorming is indicated. If not already part of the program, it
would be useful for these ambassadors to come to school early enough in the semester to be there to welcome international students as they arrive as well as to organize activities, like going to a local farm, having a forum discussion on how to make friends or on local fashion trends, going to local eateries, going to the Museum of Nebraska Art, rodeos or local football games.

Due to the timing of my interviews and the general unavailability of students to be interviewed during the summer months, CONSULTANT was unable to speak with student association presidents or experienced community advisors, however, the following contact information is included for further attempts to reach out during the academic year:

**Ramesh Neupane** - President, International Student Association  
neupaner1@unk.edu  
Dallas Kenny, sponsor

**Ryuji Takemoto** - President, Japanese Student Association at Kearney  
takemotor1@unk.edu  
Jayne Heimer, Sponsor  
heimerjm@unk.edu

**Yue Zhao** - President, Chinese Students and Scholars Association  
panto223@hotmail.com  
Gui-jie Zhang, Sponsor  
zhangg1@unk.edu

**Sanjog Pathak** - President, Nepalese Student Association  
sanjog.pathak@gmail.com or pathaks4@unk.edu  
Dallas Kenny, Sponsor

Because CONSULTANT was able to speak to the faculty sponsor for the Japanese Association, the efforts of this association are highlighted here:

**Japanese Association:**

Jayne Heimer  
JAK Sponsor  
Welch Hall 205  
865-8835  
heimerjm@unk.edu
Although CONSULTANT is quite certain that many of the international associations on campus are proactive in their quest to interact with domestic students, CONSULTANT was able to obtain very specific information in this regard from Jayne Heimer, Sponsor of The Japanese Association at Kearney. She alerted me to the fact that the Japanese students are very interested in developing friendships with, and sharing about culture with American students on campus. In light of this desire, JAK already has some events which they have developed to try to reach out to native English speaking students and faculty on campus. While the number of Japanese students appears to be dropping, thereby reducing the manpower to support all of these events, here are some ideas of the events they have tried to accomplish which can at least serve as examples of activities that could have appeal to the domestic student body, especially if American students were personally invited by the Japanese students:

• The Japanese Festival - this event is usually held in November and is a showcase of Japanese culture. During this event, JAK members prepare food, dances, music, games and other aspects of their culture to help teach Americans about Japan. The Japanese students have invited American students to join them in some presentations. They have had American students help with...
  - Kendo (Japanese traditional sword-fighting...some American UNK students study this art and perform at the festival)
  - Kimono fashion show
  - Japanese traditional Soran dance
  - Tea ceremony demonstration

• The Sakura Festival - this event is held in the spring, usually April, and is similar to the fall festival, but with some different performances (modern dance, dramas of Japanese folk stories, face painting and mini-classes about Japanese language, etc.)

• Assistance of American students studying in UNK Japanese class. This last year, since Jayne was teaching Japanese part-time, she invited JAK members to visit her class once a week to teach about culture. Through this opportunity, her
American and international students had personal, face-to-face contact with Japanese students. The JAK students shared with the Americans each week about Japanese money, food, games, geography, writing, origami, leisure activities, etc. and also helped with vocabulary games and activities designed to help the American students’ knowledge of Japanese language.

*Conversation Tables - this was also through her Japanese class. Her American students were required to attend 4 of 6 conversation meetings in our student union. She invited Japanese students each week (including JAK officers) to come speak with the Americans one-on-one about the topics we were learning about (families, school, weather, etc.). Through this event they saw some Americans who were not a part of the Japanese class, but who had an interest in the language/culture and welcomed the opportunity to speak with Japanese students.

X. International Friendship Program:
Bonnie Payne
International Outreach Coordinator
University of Nebraska at Kearney
2504 19th Avenue, Welch Hall 108
Kearney, NE 68849 USA
Phone: 308-865-8939 FAX: 308-865-8160
Email: payneb@unk.edu

The International Friendship Program connects international students with families in the Kearney area for the purpose of communication, cultural sharing and fun activities. It is not a home-stay, but rather a visitation program. Families and students are asked to get together a minimum of once a month but frequently get together more often than that. The families and students do such activities as sharing a meal together, sharing in holiday traditions like carving pumpkins, decorating Easter eggs, etc. They will also explore historical museums and sites, attend cultural events such as concerts or theatre productions, campus activities such as plays or athletic events and international activities such as the International Food Festival, Sakura Festival, etc. The program has been hugely beneficial for students. They adjust quicker, experience less culture shock, improve their English skills more quickly, feel more a part of our community, and feel like they have a Kearney "family". The families also treasure the opportunity to meet these incredible students and experience a new culture without leaving
home. Public relations and advertisement related to this program could increase its reach and enhance the perception in the surrounding Kearney community related to the prestige and interest associated with having international students living amongst them in Kearney.

XI. Faculty or Student Initiated Ideas:

Although CONSULTANT is quite certain that there are many more ideas that have been circulating, there are two faculty initiated ideas that came to my attention during the course of my interviews:

a. World Learning Community (WLC):

Ann Marie Park, Coordinator
Office of Study Abroad
905 W. 25th St., Welch Hall #104
Kearney, NE 68849
Tel: 308.865.8944 / Fax: 308.865.8947
http://www.unk.edu/studyabroad

Anita Kucera
Associate Director - Administrative Operations & Staffing
Residential and Greek Life
University of Nebraska at Kearney
308.865.8519
308.865.8714 FAX
kuceraae@unk.edu

Two years ago, Ann Marie Park and Anita Kucera submitted a proposal they called, the “World Learning Community.” The mission of the World Living & Learning Community (WLC) is to promote scholarship, leadership and responsible citizenship among students at the University of Nebraska-Kearney by fostering an environment by which domestic and international students can explore different views on world issues, become aware of an array of cultural traditions, and develop a more in-depth level of global awareness.
Park and Kucera cited with specificity the WLC vision statement, mission commitments, goals, events, obligations, selection criteria, timeline and budget for the operation. 17

Their Vision Statement

That WLC will assist its residents in becoming citizens of the world by providing a vibrant living community in which students are empowered to broaden global awareness by embracing diversity and sharing in the exchange of cultural values through intercultural awareness, music, art, language, faculty-led discussions, and an introduction to a variety of campus, community, and global resources.

Their Proposed Mission Commitments

• It will contribute to cross-cultural knowledge base of students at the University of Nebraska-Kearney (UNK).

• It will meet students’ educational and personal or career growth needs.

• It will contain components of outreach and activity development on the UNK campus and in the Kearney community.

• Its programmatic parameters will encompass regional, national and world environments.

• It will be accountable for program quality and for good stewardship of its resources.

Sponsored by the Offices of Residential & Greek Life and Department of International Education, this unique community strives to educate leaders for a global community. The WLC would create a community for students to explore, develop, exchange and experience world views, issues, cultures. It would offer exciting experiences where a more in-depth understanding of global events and issues, cultures and beliefs could be developed. The WLC would be geared toward all students who are creative, energetic, and enthusiastic about living in a residential community where the study of foreign languages, global society and cultural diversity are an important element of future goals. The following are some of the events included in the proposal:

17The insert that follows is taken directly from their draft.

18In addition to these events, CONSULTANT suggests an international Thanksgiving, an event to be held on campus or in the community for those individuals who cannot go home for Thanksgiving to discuss the ways in which their cultures give thanks and to partake in the foods and traditions of these international events. Alternatively, there could be a partnering program established where domestic students invite international students to their homes so that the International student can experience an American Thanksgiving.
International Film Series - The WLC sponsors a series of international films for the UNK campus in the lounge of CTE. An international film is shown free of charge every month highlighting different cultural groups.

Culture Nights - Three times per semester, the WLC floor residents organize an evening of food, art, and music to highlight the culture of one ethnic group or region of the world.

International Reviews - Each month, a member of UNK's faculty is invited to share dinner and conversation with the community about current international issues. International Reviews broaden knowledge of international affairs and provide an opportunity to interact with faculty outside the classroom setting.

Pumpkin Carving Contest - Domestic students will share the American tradition of carving pumpkins. Making pumpkin pie and roasted pumpkin seeds are an option at the end of the activity.

International Education Week - Students from each region of the world will be responsible for representing their country at a table highlighting study abroad opportunities in their home country where they will interact with domestic students in answering questions about their home land and culture.

Fall Retreat - The WLC will begin the year with a Saturday retreat at the Alumni House. Members get to know one another through team building games, cross-cultural awareness, cultural exercises, and activities, as well as plan for community events and activities throughout the year.

Spring Retreat - At the beginning of February, the WLC gathers for a Saturday retreat at the Alumni House to reflect on their experiences thus far and plan for events in the spring semester.

International Food Festival - Students will have the opportunity to work closely with the International Student Association in coordinating an annually held event highlighting food, dress, and entertainment from each student's home culture.

International Holiday Celebration - Students will plan to introduce international holidays and manners in which they are celebrated throughout the year.

Anything but your Native Language - Event in which students match-up to try conversations in any language other than their primary tongue.

Hot Topics over Coffee - Energetic networking and meaty discussions about critical world issues are served up with steaming espresso.

International Radio Broadcast - Work with campus and local radio broadcasts to initiate a radio show highlighting music from different regions.
b. Graduation Idea: Ann Marie Park
This thought came from memories of her own graduation. She remembers wishing 20
years ago that her study abroad experience, which totally changed her life, altered her
world view in a positive way, and of which she was so incredibly proud, would have
been recognized when she walked the stage. She envisioned a multicolored cord or
sash being worn on top of graduation regalia to signify a special status which could only
be achieved through study abroad, involvement in global activities on campus, living in a
WLC environment, etc. Again, since this idea focuses on the prestige associated with
being a global citizen, it is a wonderful idea and a highly motivational concept.

IN CLOSING

CONSULTANT found this engagement to be enriching and engaging and would welcome more
interaction with this campus. Faculty and staff are open, friendly, and helpful and this is an
incredibly valuable asset, indeed the most valuable asset, to the successful integration of
international students on campus. The most significant advice that can be offered is to
establish a regular meeting, facilitated workshop, or consortium related to the evolution of this
issue, the efficacy of the steps taken to improve the situation, and brainstorming of future
solutions over time. To the extent that CONSULTANT is asked to remain involved, it would be
an honor to do so.

Kind regards,

Denise Pirrotti Hummel, J.D.,
CEO & Founder,
Universal Consensus, Inc.
“Managing International Stakeholders”
2890 Corte Morera, Carlsbad, CA 92009
T) +1 (760) 696-0151 (F) +1 (760) 479-1405
info@UniversalConsensus.com
Denise Pirrotti Hummel, Esq. is the Founder and Director of Universal Consensus, a company specializing in providing consulting and training services to multi-national companies, governments and organizations, in conjunction with an alliance of strategic partners from across the globe. These services include executive coaching, communications, corporate training and leadership consulting related to any individual or corporation doing business or seeking to do business internationally; mediation of any dispute which involves multi-cultural or international issues; and conflict resolution training to equip leaders and others to deal with conflict in the workplace and across borders. Ms. Hummel was accepted to The U.S. State Department Worldwide Speaker and Specialist Program, a program which consists of traveling and electronic events which allow American experts to engage with foreign audiences globally. Hummel was chosen, in part, due to the model she developed which is an adaptation of the Western Facilitative Mediation Model for Non-Western cultures. Hummel has also spoken at the Pentagon, Office of the Under Secretary of Defense for Personnel and Readiness, where she conducted a presentation called, “Beyond Multi-Lingual: The Future of DoD” to the Director, Associate Director and Deputy Director of Culture under the Obama Administration. She is also the developer and instructor for a series of global trainings which University of San Diego (USD) will offer as a Certification in Cross-Cultural Core Competence & Global Emergence Strategy. In addition to her responsibilities as Director of Universal Consensus, Hummel is the Executive Director of a non-profit organization called Global Peace Solutions, is the chair of the International Law Committee as well as the Co-Chair of Membership of the Alternative Dispute Resolution Committee of the San Diego Bar Association, the Vice-President of the Citizen Diplomacy Counsel of San Diego and a Board Member of the United Nations Association of San Diego. Hummel is described by clients and colleagues as a compassionate, but driven, "can do" connector of people and ideas.
Universal Consensus Workshop – Follow-up Plan

1. International Roommate Flyer (this week)
   a. Advantages/value points of having an international roommate (keeping in mind that the major factor that launched the workshop process was 90% of domestic students rejecting their int’l roommates) -- if we don’t impact those freshman

Ms. Hummel began her career as an employment and civil rights attorney litigating and mediating high profile disputes which in many cases had a profound impact on our country. She tried and won, for example, the first class action under the Americans With Disabilities Act, winning for over 200,000 hearing impaired residents of the City of New York, Emergency 9-11 services, and was named one of the Top 20 Young Attorneys in the United States that year by the American Bar Association. In addition to her 18 years in the employment law arena, Hummel devotes her time and effort to international concerns and to the promotion of peace on an individual and global level. She helped champion the movement now known as Peace Through Tourism, and was a keynote speaker at the International Institute of Peace Through Tourism Global Summit in Pattaya, Thailand, where she shared the podium with Ministry and dignitaries from all over the world. Her conflict resolution and cross-cultural training experiences have taken her to almost every continent of the globe. She speaks English and Italian fluently and French and Spanish, conversationally.

b. How to live with coming in now, we will have missed a whole year.

2. Meet with Anita to plan distribution and next steps (this week)

3. Identify key staff and students to involve in the on-going process

4. Post workshop Survey (CAs) (early September?)

5. CA floor meetings (w/role play?) with domestic Freshman (August – early September)
   a. Using the Cultural Lens tool, UC powerpoint
      i. Main goal: provide tools that domestic students will need to connect with and gain from their interactions with international students
      ii. Secondary goal: helping international students reach out to and connect with domestic students.
   b. Repeat in October with sophomores?
   c. Include 5 minutes to promote study abroad?
   d. Include international students

6. Next steps for Spring term?

7. Planning CA and UNK staff wkshps for August 2011
Appendix 27
ISA & the International Food Festival

International Student Association (ISA)

The International Student Association is an organization that brings together domestic and the international students. It provides support for those students who are far away from home, and at the same time, it offers opportunities to learn and understand different cultures. Joining ISA is the best opportunity to get to know more people from around the world and to share your culture with others. There are over 500 international students at UNK from about 45 different countries.

ISA's Goals

• Create mutual understanding and friendship among all UNK students.
• Encourage international students to participate in different social and cultural programs.
• Help new international students understand the various types of services and facilities available on campus and in the community.
• Unite as a thinking group for service to the UNK community.

Faces of the World

One special evening every semester, ISA holds an international food and cultural festival. The show features musical performances from different countries, fashion shows, dances and cultural activities, in addition to foods from around the world. This is our way of sharing our cultures with the UNK community.

History

The International Food and Cultural Festival has been entertaining and feeding UNK students and Kearney residents since 1976. It is held every year on the first Sunday of March at Health and Sports Center (Arena). The festival draws crowds young and old to watch the many events and to enjoy the different dishes from around the world. Every year total number of countries participating at International Food and Cultural Festival is increasing. There are some facts below on the table which reflects the total number of countries that were involved in the festival since 2005.

<table>
<thead>
<tr>
<th>Years</th>
<th>Number of Countries</th>
<th>Total Number of participants</th>
<th>Number of Cookbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>19</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>18</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>19</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>18</td>
<td>&lt;2300</td>
<td>1000</td>
</tr>
<tr>
<td>2009</td>
<td>15</td>
<td>&lt;2700</td>
<td>1500</td>
</tr>
<tr>
<td>2010</td>
<td>11</td>
<td>&lt;2700</td>
<td>1500</td>
</tr>
</tbody>
</table>
As per the data above we can see that the numbers of countries involved in the festival are fluctuate every year, this is because of total number of students from every country. If there are many students from the same continent than those countries will make the food from just two or three countries such as, in 2012 there were many students from different parts of Africa, so they made the food from two countries reflecting the whole Africa.

Since 1976 food festival has been organized by International Student Association. In the beginning years it was new to all and also there were few numbers of international students, so the event was small too. According to the alumni of UNK International Food and Cultural Festival used to be held at a small room at Case hall and the foods were made for 100 people. But now as the number of international students is increased to more than 500 the total number of participation is also increased to more than 3200.

**Purpose:**

International Student Association represents the international students within Kearney and serves as a bridge between numerous cultures and American society. One of the ways that ISA crosses this divide is through the International Food and Cultural festivals. International food and cultural festival is organized by those students who are more than 10,000 miles away from their home. The backbone of this festival is the international students themselves who work diligently preparing food native to their countries and practicing to perfect their festival performances.

According to one of the International Student at UNK, “When International students arrive to Kearney for their school, the love and support that is provided by the UNK and Kearney community is so much that it can never be explained in words. The best way to show our gratitude for all those loves and support is by organizing the food and cultural festival and showing our cultures, values, tradition, costumes and specially food to UNK and Kearney community.”

International Food and Cultural Festival is a best place to experience the world in one place. All the international students are involved in this event. Every country students prepares food by themselves in group for more than 3000 people. It takes time and lots of efforts to make this event successful. This event is full of entertainment too; students from different countries perform in these events such as in the recent food festival of 2012 there were more than 13 groups of students who performed something different like dances, music, songs and calligraphy from their own country.

All these hard work done by international students has just one motive “To show the UNK and Kearney community our culture, values, tradition and food and also the best way to show our respect and gratitude for all the help and support that is provided to International Students.”

**Help and Support:**
To make any events successful there is need of financial support. As any other events International Food and Cultural Festival is sponsored by Scott D. Morris, International Student Services, UPFF funding, UNK dining and other departments of UNK.

Mr. Morris is the president of Morris Printing Group. He has been sponsoring International Food and Cultural Festival since last two decades. Every year he provides $5000.00 for the event to buy the food products and the supplies that are used serve the food. His support and generosity is a big help for the event to be successful. Every year at the food festival, ISA, along with the help of sponsors, publishes the international cookbook, a collection of recipes from different parts of the world. As mentioned above in the Table 1 we can see the total number of cookbook provided by Morris Printing Group for the food festival every year. All those cookbooks are free to public during the food festival.

International Student Services (ISS) is a backbone for all the International Student at UNK. It is the place where international students can get full support if they any sorts of help. Dr. Dallas Kenny director of International Student Services is an advisor for International student Association. Due to this International Student Services helps in preparation for the food festival with all the other supplies and one of the major help is the guidance to organize the events.

UPFF funding, this funding is available to very organization at UNK in every alternative year. So ISA gets this funding in every alternative year too. This funding helps in buying the decoration stuffs and the supplies that are needed to rent the safer from the catering services.

UNK Dining provides the warmer and other supplies that are required for the food festival. All the departments of UNK help in spreading the words about the International food and Cultural Festival in the classes and meetings which helps to increase the number of participants in the Festival.
Appendix 28
International Student Event Survey

How did you like this program?

My country: _________________  Age: _________________

Major: _________________  Gender: Male // Female

Please circle:

1. I found this program useful:

1 (no use)  2  3  4  5 (very useful)

2. I enjoyed this program:

1 (strongly disagree)  2  3  4  5 (strongly agree)

3. I could communicate well with others in English during this program:

1 (strongly disagree)  2  3  4  5 (strongly agree)

4. This program helped me make friends with American students

1 (strongly disagree)  2  3  4  5 (strongly agree)

5. I think all international students should attend this program:

1 (strongly disagree)  2  3  4  5 (strongly agree)

How to improve this program: ____________________________________________

Office use only. Fill in before distributing to students

Program name:
Date:
Appendix 29
Early Warning Mid-term Grade Reports

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Course #</th>
<th>Grade</th>
<th># of Absences</th>
<th>Tums in homework?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schellhase</td>
<td>300B</td>
<td>97 A+</td>
<td>0</td>
<td>Yes</td>
<td>Excellent work in Conversation class. You are always ready to participate and you do a great job of using the vocabulary in your conversations. Good job!</td>
</tr>
<tr>
<td>Falconer</td>
<td>301B</td>
<td>87 B</td>
<td>0</td>
<td>Yes</td>
<td>You are doing a great job in class. You are always willing to participate in our discussions and you ask great questions. Keep working hard and I know you will make a lot of progress with your English this semester.</td>
</tr>
<tr>
<td>Martin</td>
<td>302B</td>
<td>90 A</td>
<td>0</td>
<td>Yes</td>
<td>Hector, you are an excellent student who asks great questions. I am glad you are coming for additional grammar practice with adverb clauses. Your quiz scores are improving, and I know you are studying hard for this! Keep up your strong effort!</td>
</tr>
<tr>
<td>Schellhase</td>
<td>303B</td>
<td>94 A</td>
<td>1</td>
<td>Yes</td>
<td>Hector, you are asking great questions! Keep up all of your hard work!</td>
</tr>
<tr>
<td>George</td>
<td>304B</td>
<td>95 A</td>
<td>0</td>
<td>Yes</td>
<td>Hector, you have very good reading skills and I'm pleased with the effort you've been making in class! Keep up the fantastic work!</td>
</tr>
<tr>
<td>Volpe</td>
<td>305B</td>
<td>85 B</td>
<td>0</td>
<td>Yes</td>
<td>Hector, good job. You are a good student. Thanks for your participation and be sure to ask anytime when you have a question—especially before or during a test.</td>
</tr>
</tbody>
</table>
Appendix 30
TOEFL-related Attendance Policy

FALL 2012
TOEFL - related Attendance Policy for full-time ELI students:

85% attendance in all ELI classes is required in order to take ITP TOEFL exams administered by the ELI faculty for the Fall 2012 semester.

For TOEFL #2 on October 17, 2012:

For a M/ W/ F class, a student must attend 85% of the classes through Friday, October 12th in order to take the TOEFL #2 test.

M/ W/ F classes from Wednesday, August 22 - Friday, October 12 = 22
85% of 22 = 18.7 or 19

This means that a student in a M/W/F class must have attended a minimum of 19 class periods in order to take TOEFL #2. A student cannot miss more than three classes.

T/ Th classes from Tuesday, August 21 - Thursday, October 11 = 16
85% of 16 = 13.6 or 14

This means that a student in a T/Th class must have attended a minimum of 14 class periods in order to take TOEFL #2. A student cannot miss more than two classes.

For TOEFL #3 on December 3, 2012:

M/ W/ F classes from Friday, October 19 - Friday, November 30 = 17
85% of 17 = 14.4 or 14

This means that a student in a M/W/F class must have attended a minimum of 14 class periods in order to take TOEFL #3. A student cannot miss more than three classes.

T/ Th classes from Thursday, October 18 - Thursday, November 29 = 12
85% of 12 = 10.2 or 10

This means that a student in a T/Th class must have attended a minimum of 10 class periods in order to take TOEFL #3. A student cannot miss more than two classes.
INSTITUTIONAL TOEFL TEST SCORE

NAME: __________________________
DATE: JULY 27, 2012

Listening Comprehension ________
Structure & Written Expression ______
Reading Comprehension _______
Total Score ________
## Final Grade Reports

### Fall 2011 Final Grade Report
**August 22 - December 14, 2011**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Course #</th>
<th>Final Grade</th>
<th>Total # of absences</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schellhase</td>
<td>300A</td>
<td>89 B+</td>
<td>0</td>
<td>Abdullah continues to struggle with the skills needed to write in English. He needs to improve his vocabulary, sentence structure, word order and spelling in order to be able to communicate in written English.</td>
</tr>
<tr>
<td>Terry</td>
<td>301A</td>
<td>92 A-</td>
<td>0</td>
<td>Abdullah continues to struggle with reading and spelling. Completing extra credit assignments improved his grade.</td>
</tr>
<tr>
<td>Martin</td>
<td>302A</td>
<td>72 C</td>
<td>0</td>
<td>Trias hard and comes for extra work. Low scores on tests and quizzes.</td>
</tr>
<tr>
<td>Montag</td>
<td>303A</td>
<td>79 C</td>
<td>0</td>
<td>Abdullah does all of the assignments and homework. He struggles on tests and with the structure and grammar in writing.</td>
</tr>
<tr>
<td>George</td>
<td>304A</td>
<td>70 C-</td>
<td>0</td>
<td>Abdullah has worked hard this semester to improve his reading skills! He has made progress, but still has a long way to go. Reading is difficult for him. Abdullah must be diligent about continuing to study vocabulary and working on his structure. I’m encouraged by his progress!</td>
</tr>
<tr>
<td>Volpe</td>
<td>305A</td>
<td>80 B</td>
<td>0</td>
<td>Many assignments not turned in.</td>
</tr>
</tbody>
</table>
CERTIFICATE OF SUCCESSFUL COMPLETION

THE UNIVERSITY OF NEBRASKA AT KEARNEY

ENGLISH LANGUAGE INSTITUTE

KEARNEY, NEBRASKA USA

CERTIFIES THAT

Student Name

SUCCESSFULLY COMPLETED THE FOLLOWING COURSES

From May 31, 2011 – August 3, 2011

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Writing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Advanced Conversation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Advanced Grammar</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Advanced Culture</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Advanced Speech</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Advanced Reading</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Advanced Vocabulary</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Advanced Reading &amp; Disc</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Dallas Kenny, Director
International Education

Diane Longo, Coordinator
English Language Institute
PERFECT ATTENDANCE

We recognize
TAKAHIRO NAKATSU
for Perfect Attendance!

Thank you for your dedication to your studies.
You have earned a $100.00 tuition waiver towards your Fall 2012 classes.
CONGRATULATIONS!

Dallas Kenny, Director
International Education

Diane Longo, Coordinator
English Language Institute
# English Language Institute

## PLACEMENT POLICY

<table>
<thead>
<tr>
<th>ITP TOEFL SCORE</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 and above</td>
<td>Full admission to UNK</td>
</tr>
<tr>
<td>487 – 497</td>
<td>Two regular UNK classes plus three or more Advanced ELI classes</td>
</tr>
<tr>
<td>470 - 483</td>
<td>One regular UNK class plus four or more ELI classes</td>
</tr>
<tr>
<td>Below 470</td>
<td>Beginning or Intermediate ELI classes</td>
</tr>
</tbody>
</table>

***Students who have completed THREE semesters of ELI and attain a score of 450 – 469 on the TOEFL at the end of the semester, may be granted conditional permission to take one UNK class for the next semester based on the recommendation of the ELI staff. Factors that will be considered: (1.) student’s attendance in all ELI classes, (2.) a final grade of a C- or above in all ELI classes, and (3.) successful completion of homework in all ELI classes.

Students have four semesters (a semester includes 12 credit hours or more) in ELI to successfully pass the TOEFL with a score of 500 or above. Students who have not attained a TOEFL score of 500 after four semesters may petition to be granted a fifth semester if extenuating circumstances exist.
Appendix 36
Pre-survey ELI mini Orientation session

ORIENTATION SESSION / Pre-survey

My home country: ______________________ Age: ______________________

Gender: Male / Female

Please circle “yes” or “no”:

1. I understand Culture Shock. Yes No
2. I understand how to be academically successful. Yes No
3. I am aware of oncampus services that are available to me such as Counseling & Health Care, Tutoring services & writing center in the Learning Commons, etc. Yes No
4. I am aware of Public Safety and the services they provide. Yes No
5. I understand OrgSync and student groups I can join. Yes No
6. I understand Intramurals and how to participate. Yes No
7. I am aware of the Finance Office and the services they provide. Yes No
8. I am aware of oncampus employment opportunities. Yes No
9. I understand healthy living skills. Yes No
10. I understand email etiquette. Yes No
Appendix 37
Post-survey ELI mini Orientation session

My home country: __________________ Age: __________________

Gender: Male / Female

Please circle “yes” or “no”:

1. I understand Culture Shock. Yes No
2. I understand how to be academically successful. Yes No
3. I am aware of oncampus services that are available to me such as Counseling & Health Care, Tutoring services & writing center in the Learning Commons, etc. Yes No
4. I am aware of Public Safety and the services they provide. Yes No
5. I understand OrgSync and student groups I can join. Yes No
6. I understand Intramurals and how to participate. Yes No
7. I am aware of the Finance Office and the services they provide. Yes No
8. I am aware of oncampus employment opportunities. Yes No
9. I understand healthy living skills. Yes No
10. I found this orientation session useful. Yes No
11. I enjoyed this orientation session. Yes No
12. I think all International students should attend this orientation session. Yes No
13. How to improve this orientation session: ___________________________________________
## Fall 2012 Schedule of ELI classes

### Monday, August 20, 2012 - Wednesday, December 12, 2012

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
<th>Days</th>
<th>Time</th>
<th>Instructor</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100A LEVEL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IL 100A Conversation</td>
<td>9:30-10:45</td>
<td>TTH</td>
<td>Lillyman</td>
<td>THMH 108</td>
<td></td>
</tr>
<tr>
<td>IL 101A Listen &amp; Speak</td>
<td>10:10-11:00</td>
<td>MWF</td>
<td>Terry</td>
<td>COE A120</td>
<td></td>
</tr>
<tr>
<td>IL 102A Grammar</td>
<td>2:00-3:15</td>
<td>TTH</td>
<td>Heimer</td>
<td>WSTC E219</td>
<td></td>
</tr>
<tr>
<td>IL 103A Writing</td>
<td>8:00-9:15</td>
<td>TTH</td>
<td>Snider</td>
<td>THMH 214</td>
<td></td>
</tr>
<tr>
<td>IL 104A Reading</td>
<td>12:20-1:10</td>
<td>MWF</td>
<td>Konecny</td>
<td>WSTC N012</td>
<td></td>
</tr>
<tr>
<td>IL 105A Vocabulary</td>
<td>11:15-12:05</td>
<td>MWF</td>
<td>Falconer</td>
<td>WSTC N103</td>
<td></td>
</tr>
<tr>
<td><strong>100B LEVEL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IL 100B Conversation</td>
<td>2:00-3:15</td>
<td>TTH</td>
<td>Lillyman</td>
<td>WSTC E123</td>
<td></td>
</tr>
<tr>
<td>IL 101B Listen &amp; Speak</td>
<td>9:30-10:45</td>
<td>TTH</td>
<td>Terry</td>
<td>COE C206</td>
<td></td>
</tr>
<tr>
<td>IL 102B Grammar</td>
<td>2:30-3:20</td>
<td>MWF</td>
<td>Montag</td>
<td>WSTC N012</td>
<td></td>
</tr>
<tr>
<td>IL 103B Writing</td>
<td>11:00-12:15</td>
<td>TTH</td>
<td>Snider</td>
<td>THMH 214</td>
<td></td>
</tr>
<tr>
<td>IL 104B Reading</td>
<td>1:25-2:15</td>
<td>MWF</td>
<td>Konecny</td>
<td>WSTC E123</td>
<td></td>
</tr>
<tr>
<td>IL 105B Vocabulary</td>
<td>9:05-9:55</td>
<td>MWF</td>
<td>Falconer</td>
<td>COE C224</td>
<td></td>
</tr>
<tr>
<td><strong>200 LEVEL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IL 200 Conversation</td>
<td>1:25-2:15</td>
<td>MWF</td>
<td>Clarke</td>
<td>WSTC N012</td>
<td></td>
</tr>
<tr>
<td>IL 201 Listen &amp; Speak</td>
<td>11:00-12:15</td>
<td>TTH</td>
<td>Terry</td>
<td>COE C206</td>
<td></td>
</tr>
<tr>
<td>IL 202 Grammar</td>
<td>10:10-11:00</td>
<td>MWF</td>
<td>Heimer</td>
<td>COE A125</td>
<td></td>
</tr>
<tr>
<td>IL 203 Writing</td>
<td>12:20-1:10</td>
<td>MWF</td>
<td>Montag</td>
<td>WSTC N110</td>
<td></td>
</tr>
<tr>
<td>IL 204 Reading</td>
<td>8:00-9:15</td>
<td>TTH</td>
<td>Konecny</td>
<td>WSTC E123</td>
<td></td>
</tr>
<tr>
<td>IL 205 Vocabulary</td>
<td>2:00-3:15</td>
<td>TTH</td>
<td>Falconer</td>
<td>WSTC N105</td>
<td></td>
</tr>
</tbody>
</table>

[http://aaunk.unk.edu/eli](http://aaunk.unk.edu/eli)
### 300A LEVEL:
- **IL 300A Conversation**: 2:00-3:15, TTH, Williams, WSTC N205
- **IL 301A Listen & Speak**: 11:15-12:05, MWF, Terry, COE A120
- **IL 302A Grammar**: 1:25-2:15, MWF, Martin, WSTC N105
- **IL 303A Writing**: 10:10-11:00, MWF, Montag, WSTC N003
- **IL 304A Reading**: 9:30-10:45, TTH, George, COE C210
- **IL 305A Vocabulary**: 12:30-1:45, TTH, Volpe, COE A125

### 300B LEVEL:
- **IL 300B Conversation**: 9:30-10:45, TTH, Williams, COE C224
- **IL 301B Listen & Speak**: 10:10-11:00, MWF, Falconer, COE C224
- **IL 302B Grammar**: 9:05-9:55, MWF, Martin, WSTC N205
- **IL 303B Writing**: 12:20-1:10, MWF, Snider, WSTC E219
- **IL 304B Reading**: 12:30-1:45, TTH, George, COE A120
- **IL 305B Vocabulary**: 2:00-3:15, TTH, Volpe, COE A125

### 400 LEVEL:
- **IL 400 Conversation**: 12:20-1:10, MWF, George, WSTC N105
- **IL 401 Listen & Speak**: 11:00-12:15, TTH, George, COE C206
- **IL 402 Grammar**: 11:15-12:05, MWF, Martin, WSTC N110
- **IL 403 Writing**: 11:00-12:15, TTH, Montag, COE A125
- **IL 404 Reading**: 8:00-9:15, TTH, Heimer, WSTC E219
- **IL 405 Vocabulary**: 2:30-3:20, MWF, Volpe, WSTC N205

### 500 LEVEL:
- **IL 500 Conversation**: 11:15-12:05, MWF, George, WSTC N105
- **IL 501 Speech**: 9:30-10:45, TTH, Snider, OTOL 138B
- **IL 502 Grammar**: 10:10-11:00, MWF, Martin, WSTC N110
- **IL 503 Writing**: 9:05-9:55, MWF, Clarke, WSTC N203
- **IL 504 Reading**: 11:00-12:15, TTH, Heimer, WSTC N103
- **IL 505 Vocabulary**: 1:25-2:15, MWF, Volpe, WSTC N205

### BUILDINGS:
- WSTC = West Center
- THMH = Thomas Hall
- COE = College of Education
- OTOL = Otto Olsen
Appendix 39
ELI courses and descriptions

100 LEVEL COURSES:

IL 100 Conversation
In this course, students will learn to improve their pronunciation and articulation skills through active participation in various conversations. Students will also be able to ask and answer questions, understand and respond in complete sentences and increase their vocabulary.

IL 101 Listen & Speak
This course will help students develop and improve basic listening skills and pronunciation skills using cassette tapes and a workbook format. Participants in this class will learn appropriate intonation and stress patterns. Students will be given many opportunities to practice these patterns. Other activities will include listening to short readings, reading aloud, dictations, role playing and other communication tasks.

IL 102 Grammar
In this course, students will learn the past, present and future verb tenses through a variety of textbook and workbook exercises. The student will also learn regular and irregular verbs and the basic English grammar rules for both written and oral communication.

IL 103 Writing
The focus of this course will be on writing sentences and paragraphs. The student will review the parts of speech and the parts of a sentence, concentrating on word usage, agreement, punctuation, and syntax. There will be weekly writing assignments of varying lengths to become comfortable with writing in a second language.

IL 104 Reading
The goal of this course is to increase reading comprehension skills and to increase a student's English vocabulary by reading many passages on a variety of subjects. Students will also practice successful reading skills through short timed readings to increase their reading speed.

IL 105 Vocabulary & Idioms
The aim of this course is to develop vocabulary and idiom skills to help the
200 LEVEL COURSES:
IL 200 Conversation
This course aims to encourage a more spontaneous use of English in social and community settings by providing students with opportunities to interact in simulated and real conversational settings. Students will build confidence in their conversational skills, increase their vocabulary and improve interactive listening through work in casual conversation and small talk, interactive listening and relevant functional language classroom experiences.

IL 201 Listen & Speak
This course is designed to help students develop and improve their basic listening and pronunciation skills using cassette tapes and a workbook format. Students will learn how English is spoken and why it sounds different from their native language. Participants in this course will learn the appropriate intonation and stress patterns. Students will discover individual pronunciation challenges and work to overcome them. Some activities will include listening to short readings, reading aloud, dictations, role playing and discussions of character and conflict.

IL 202 Grammar
In this course, students will study present and past perfect tenses. They will review the use of modals, nouns and pronouns, and learn to use coordinating conjunctions with parallel structure and in building compound sentences. Irregular verb knowledge and usage will continue to be emphasized. The students' ability in these areas will be measured through speaking and writing exercises.

IL 203 Writing
This course focuses on sentence construction and combination as well as paragraph development. Students will write in response to readings, events and in their daily life, and questions from the class. Beginning with a single paragraph, students will review topic sentence construction, support and conclusions and by the end of the semester, essays will have greatly increased in length and encompass various types of writing.

IL 204 Reading
The goal of this course is to develop effective reading and clear thinking. Students will develop the primary reading skills necessary to recognize the Main Idea, Implied Main Idea, Supporting Details, Inferences and Facts from Opinion through various classroom readings and outside reading assignments.

IL 205 Vocabulary & Idioms
The aim of this course is to improve vocabulary and idioms skills to help students achieve fluency in English on both an academic and conversational level. The course will expand students' knowledge of common American idioms and expressions through a variety of media.
300 LEVEL COURSES:

IL 300 Conversation
Through the reading of stimulating topics, students will be motivated to speak their opinions and gain new insights within small group discussions. At the conclusion of this course, each student will be successful in presenting their opinions and logically defend them. Students will grow in speech independence, confidence and be self-aware of these changes within his or her self over the course of the semester.

IL 301 Speech
The goal of this course is to develop and improve the ability to speak English in a variety of settings, including formal and informal oral presentations, panel discussions, and class discussions. Students will learn how to research, prepare, and present a Demonstration speech, an Informative speech, a Persuasive speech, a Panel Discussion and a Storytelling speech.

IL 302 Grammar
At this level, students will study the passive tense, nouns and article usage, as well as gerunds and infinitives. Preposition usage will be emphasized. Skill in the previously mentioned grammatical areas will be measured through speaking and writing exercises.

IL 303 Writing
This course aims to develop the skills students need to handle real academic writing tasks expected of them at UNK. Students will learn each level of the writing process, including prewriting, organization, form, rewriting and editing.

IL 304 Reading
This course is designed to help students improve their reading skills and Knowledge of American culture and literature through a variety of reading sources. Readings will include controversial social issues, both historical and contemporary, as well as short stories from American Literature. Students are encouraged to contribute their personal opinions in class discussions and in homework assignments.

IL 305 Vocabulary & Idioms
The aim of this course is to improve vocabulary and idioms skills to help students achieve fluency in English on both an academic and conversational level. The course will expand students’ knowledge of common American idioms and expressions through a variety of media.
400 LEVEL COURSES:

IL 400 Conversation
This course is designed to help students acquire the communication skills necessary for learning, working and living in this country. The focus of this class is on perfecting the students' listening comprehension and speaking skills by engaging in one-on-one conversations and group discussions. Emphasis is placed on developing the student’s critical thinking skills, such as synthesizing information and reacting to different viewpoints, and on incorporating idioms and expressions into the student's vocabulary.

IL 401 Listen & Speak
The object of this course is to increase oral practice and improve listening comprehension. The class is designed to give students a higher level of comfort when speaking English with native and nonnative speakers.

IL 402 Grammar
Development of complex sentences through the use of noun, adverb, and relative clauses, as well as using variety in sentence structure will be emphasized. Preposition usage will continue to be studied. Learning will be measured through speaking and writing exercises.

IL 403 Writing
This course is a foundations course in academic college writing. There will be a review of the basics of a good paragraph (topic sentences/concluding sentences, supporting evidence and cohesion/coherence) followed by an introduction to the different writing purposes (narrative, descriptive, process, analysis, and synthesis) and practicing ways of organizing paragraphs into essays.

IL 404 Reading
This course is designed to help students improve their skills in reading skills and comprehending English. Specifically, students will strive to: cultivate and utilize new vocabulary, improve comprehension skills, increase reading fluency (speed and comprehension) and demonstrate comprehension of written material through verbal or written discussion.

IL 405 Vocabulary & Idioms
The aim of this course is to improve vocabulary and idioms skills to help students achieve fluency in English on both an academic and conversational level. The course will expand students’ knowledge of common American idioms and expressions through a variety of media.
500 LEVEL COURSES:

IL 500 Conversation
This course is designed to help students strengthen the communication skills necessary for learning, working and living in this country. The focus of this class is on perfecting the students’ listening comprehension and speaking skills by engaging in one-on-one conversations and group discussions. Emphasis is placed on developing the students’ critical thinking skills by discussion of thought-provoking, controversial topics.

IL 501 Speech
The goal of this course is to develop and improve the ability to speak English in a variety of academic settings such as formal and informal oral presentations, panel discussions, group presentations and class discussions. Students are required to research, prepare and present a demonstration speech, an informative speech, a persuasive speech, panel discussions, a group presentation and storytelling. The goal is to gain more confidence communicating in English in both public and academic settings.

IL 502 Grammar
This course will focus on reviewing Tense and Aspect of present-day English. Students will also learn about Modals; Hypothetical situations in the present, past and future; and Conditionals, Gerunds, Infinitives and Particples. Throughout the duration of the semester, students will be reviewing and practicing Adjective, Adverb and Noun clauses.

IL 503 Writing
This course is a foundations course in writing a research paper. It will review the basis of a good paragraph, different writing purposes, and an introduction to peer review and editing. Various research techniques will be examined as well as the correct citation of sources, summarizing, the correct use of direct and indirect quotations and also the indentifying of fallacies and one’s use of logic.

IL 504 Reading
This course is designed to help students improve their skills in reading skills and comprehending English. Specifically, students will strive to: cultivate and utilize new vocabulary, improve comprehension skills, increase reading fluency (speed and comprehension) and demonstrate comprehension of written material through verbal or written discussion. Students will also practice note-taking and summarizing skills.

IL 505 Vocabulary & Idioms
The aim of this course is to improve vocabulary and idioms skills to help students achieve fluency in English on both an academic and conversational level. The course will expand students’ knowledge of common American idioms and expressions through a variety of media.
Appendix 40
ELI Student Evaluation of Teacher Questionnaire

COURSE: IL 104B Reading  CoraLee Konecny

The following is an ENGLISH LANGUAGE INSTITUTE Student Evaluation Questionnaire. Please think hard about your answers to the questions. The ELI program will only get better if you are honest when answering the questions. The teachers will not see this evaluation form until after Final Grades are calculated. Students have the opportunity to sign or not sign this evaluation form. Thank you.

Student signature (optional)

<table>
<thead>
<tr>
<th>Evaluation of Instructor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>strongly disagree</td>
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<tr>
<td>1. The teacher is well prepared for class.</td>
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<td>2. The teacher speaks clearly so that I can understand him or her.</td>
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<td>3. The teacher responds to student questions.</td>
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<td>4. The teacher explains and makes clear the subject material.</td>
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<tr>
<td>5. The textbook in this class helped me learn.</td>
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<td>6. The homework in this class helped me learn.</td>
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<td>7. The teacher is available outside of class to meet with me.</td>
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<tr>
<td>8. Overall how do you rate the TEACHING in the course?</td>
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</tr>
</tbody>
</table>

1 = Superior
2 = Above Average
3 = Average
4 = Below Average
5 = Unsatisfactory

Please describe those things about this course that you think the instructor has done well in his or her teaching of this course.

Please describe those things about this course that you believe might be done by the instructor in the future to improve his or her teaching of this course.
Diane J. Longo
1104 East 56th Street Condo #32
Kearney, NE  68847
308.237.7434
longod@unk.edu

EDUCATION:
Master of Arts in Education – Reading specialization, University of Nebraska–Kearney (May 1994)
Teaching Certificate (English and Biology Grades 7-12), University of Nebraska – Lincoln (May 1983)
Bachelor of Science in Dental Hygiene, University of Nebraska – Lincoln (May 1981)

EXPERIENCE:
1997- present: Coordinator of the English Language Institute, University of Nebraska – Kearney

1997-2006: English Language Education Specialist
   Reading Teacher – 15 semesters
   Speech Teacher – 9 semesters
   Grammar Teacher - 2 semesters
LINDA L. MARTIN
Resume

Office: 202 Welch Hall
martinl@unk.edu
University of Nebraska at Kearney
Kearney, NE 68845
Office: 308.865.8830
Home: 308.865.8830

College:

1966-70 Shippensburg State College Shippensburg, PA

1970-73 Temple University Philadelphia, PA

Courses taught for English Language Institute since 1997:

Grammar (levels 200, 300, 400) 21 semesters
Writing (level 200) 12 semesters
Millisa Beth Terry  
(Lisa Terry)

Contact Information

324 East 28th Street  
Kearney, NE 68847  
Home Phone – (308) 237-9677

Work Address - Welch Hall  Room 202  
Work Phone – (308) 865-8830  
Email - terry@unk.edu

Degrees Earned

B.S. English/Psychology-1982  
Wayne State College  
Wayne, Nebraska

A.A. English-1980  
Iowa Western Community College  
Clarinda, Iowa

UNK English Language Institute

Fall and Spring ELI Courses -1997-2008

Listening and Speaking – (all levels)  
Conversation – (all levels)

Summer ELI Courses

Conversation and Culture - taught at UFPI - Teresina, Brazil – 1999, 2000, 2003  
Conversation and Culture - taught at Shandong University at Weihai, China – 2007

Special Program

Campus Conversation Table
LAUREL A. VOLPE

HOME:                                      WORK:
907 West 33rd                              University of Nebraska at Kearney
Kearney, NE 68845                           Welch Hall # 205
308-236-6070                                308-865-8835
volpeia@unk.edu

EDUCATION:  

Bachelor of Arts:  History and Secondary Education:  May, 1979  
Union College                               
Lincoln, NE                                 

Graduate Work:  History  
University of Nebraska—Lincoln:  September, 1979—May, 1981

TEACHING EXPERIENCE:                        

English Language Institute                  
University of Nebraska at Kearney           
Spring, 1999—present                       

Classes Taught:  
• Reading and Discussion                    
• Writing                                   
• Vocabulary and Idioms
Lisa Dawn George  
1412 W. 16th St.  
Kearney, NE 68845  
(308)240-9202  
georgeld@unk.edu

B.A. in Education  
University of Nebraska at Kearney  
May 1996  
Endorsements in Spanish and English as a Second Language

Education Specialist for the English Language Institute since  
August 2003

Courses Taught:  
Conversation 100  
Conversation 200  
Conversation 300  
Conversation 400  
Conversation 500  
Reading 300
Jayne Heimer
2500 West 24th Street Apt. #5
Kearney, NE 68845
308.338-9860
jheimerj@unk.edu

EDUCATION:
BA Middle School Education, English/ Social Science, University of Nebraska – Kearney
(December 1995)
AA General Studies, Western Nebraska Community College (May 1993)

EXPERIENCE:
Fall 2003 - present: Education Specialist
English Language Institute, UNK( University of Nebraska – Kearney,
2504 19th Avenue, Kearney, NE 68849-4911)
Reading Teacher - 10 semesters
Writing Teacher – 9 semesters
Grammar Teacher - 2 semesters
Reading & Discussion Teacher – 3 semesters
Conversation Teacher – 2 semesters

SKILLS:
• Taught English to junior high school students in Sidney and Kearney, NE (Fall 1999- Spring 2003)
• Taught English as a Second Language to Japanese people while living in Japan for three years (Spring 1996-Spring 1999)
• Have studied both Spanish (5 semesters) and Japanese (3 years) and can converse, read and write in basic Japanese
N. Ann Snider
Educational Specialist
English Language Institute—University of Nebraska-Kearney

Personal Contact Information:
4103 Fairacres Road
Kearney, NE 68845
(308)233-3591
E-mail: uner@nebrsk.edu

Professional Contact Information:
2504 19th Avenue, Welch Hall, Rm 207
Kearney, NE 68849
(308)865-8575
e-mail: under@uw.edu

Professional Degrees:
1983—Grossmont College, El Cajon, CA. Associate Degree in General Education.
1995—University of Utah, Salt Lake City, Utah. BA Degree in Family and Consumer Studies with an emphasis in Environment and Behavior.
2003 to present—16 hours of Professional Education/Teacher Education towards a MA in Education and Curriculum/TESOL.

ELI courses I have taught since Fall 2004 and the number of semesters:
I have taught in the English Language Institute for 10 semesters (04F, 05U, 05F, 06S, 06U, 06F, 07S, 07U, 07F and 08S)
Reading teacher – 5 semesters
Writing teacher – 3 semesters
Speech teacher – 8
John Turek
1709 W 38th apt 76
Kearney, NE 6885
(308) 293-2144
turekje@unk.edu

Degrees:
BA in Education (French) University of Nebraska—Kearney 1973
MATESL University of Illinois Urbana-Champaign 1978

ELI Courses taught since the Fall of 2006:
Grammar 402 (one semester)
Intensive English (one summer)
Grammar 102 B (two semesters)
Writing 403 (two semesters)
Grammar 502 (two semesters)
Conversation 300 B (one semester)
Mari Johann

322 E. 28th St.  H (308) 233-2043
Kearney, NE 68847  C (308) 233-2043  johannml@unk.edu

Education:

August 1999 to May 2005  Kansas State University.

Degrees acquired: Bachelor of Arts of Sociology,
Criminology Option and a Bachelor of Fine Arts with a
concentration in Sculpture. Cumulative G.P.A. of 3.6 on a
4.0 scale

Experience and Skills Acquired:

January 2007 to Present: UNK English Language Institute

Creating curriculum and teaching English as a second
language to international students who intend to pursue a
degree at UNK. Taught 4 semesters. Classes include:
Spring 07: Conversation 100 level, Listening and Speaking
200 level, and Vocabulary and Idioms 300 level. Summer
07: Vocabulary and Idioms 300 and 400 levels. Fall 07:
Vocabulary and Idioms 100 and 300 levels and Conversation
100 and 500 levels. Spring 08: Vocabulary and Idioms 100
level, 2 classes.
Traci D. Schellhase, Education Specialist
English Language Institute, Welch Hall 209
University of Nebraska @ Kearney
Kearney, NE 68849
(308)865-8874
schellhase@unk.edu

Education: University of Nebraska @ Omaha, August 2006 Bachelor of Arts degree in International Studies - Emphasis in Global Strategic Studies and International Business and Management

ELI Courses taught since Spring 2007:
Listening and Speaking – 2 semesters
Writing – 3 semesters
Conversation – 2 semesters
Intensive English to 5 Colombians – 1 Summer 2007 semester
Cora Lee Konecny

Experience

August 2007 – present
University of Nebraska at Kearney, Kearney, NE

English Language Specialist
- Spring 2008, Reading 100, Two sections.
- Fall 2008, Reading 100, One section.

1995 – 2007
Kearney Public Library, Kearney, NE

Library Clerk
- Bookmobile librarian, August 1995 - March 2007
- Adult/Children librarian, August 1995 – August 1999

Education

Fall 1976 - Spring 1977
University of Nebraska - Lincoln, Lincoln, NE
Nutrition and Food Service Management, 24 hours toward M.S.

Fall 1971 - Spring 1976
Northwest Missouri State University, Maryville, MO
Food and Nutrition, B.S.
Tracy Falconer  
1511 West 73rd Street  
Kearney, NE 68845  
(308)338-1611 (308)440-1077  
falconerts@unk.edu

**Education:**  
B.A. in Elementary Education and Special Education. Kearney State College. December 1990  
Received 9 graduate credit hours in Education from the University of Virginia.

**Experience:**  
Education Specialist (Fall 2007 – present)  
English Language Institute, UNK  
Reading teacher – 2 semesters
Appendix 42
Conversation Table Information

CONVERSATION TABLE

Conversation Table is informal conversation in small groups. Participants can move from table to table and talk about the topics provided or they may discuss topics of their choice. The purpose of Conversation Table is to encourage a more spontaneous use of the English language and to provide ELI students the opportunity to meet and practice conversation with native English speakers, other UNK students and people from the Kearney Community.

For ELI students, Conversation Table is an opportunity to improve listening skills and practice speaking English outside of the classroom setting.

For UNK students, faculty and members of the Kearney Community, Conversation Table is an opportunity to meet and talk with people from all over the world.

For all participants, Conversation Table is an opportunity to enrich campus life being exposed to different cultures and perspectives, meeting new people and making new friends. Participating in Conversation Table is an opportunity to explore cultural differences and similarities.

Conversation Table started at the request of ELI students who wanted extra practice with conversation skills. During the early years of the program, this request was fulfilled by all teachers volunteering time to meet with students at a variety of times and in a variety of locations. As interest in Conversation Table grew, and as we continued to outgrow venues, it was decided that we develop Conversation Table into a formal program, regularly scheduled each semester, with teachers being paid a stipend to promote, develop, and facilitate. Currently, two ELI teachers alternate coordination duties each semester.

Coordination duties include the following:

Determine and schedule locations and times. – Currently, we require a space that can seat at least 100 people per session.